

**SOCIAL RESEARCH ON BLINDNESS:
PRESENT STATUS AND FUTURE POTENTIALS**

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S O C I A L R E S E A R C H O N B L I N D N E S S

Present Status and Future Potentials

By

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1960

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CHAPTER ONE

INTRODUCTION

Aims and Objectives

It is now five years since any general assessment of social research on blindness has been made (1). Since 1953, two highly significant trends have combined to change the nature and scope of social research on blindness: (a) the federal government has instituted through the National Institutes of Health a massive social research program (though it is considerably less extensive than the medical social research program) and (b) the social, psychological and economic aspects of disease, impairment, and disability have begun to be attacked on a broad front rather than by the earlier more specialized approach; (2) consequently blind subjects appear in programs for severely emotionally disturbed children and for determining the effects of sensory deprivation on motor performance of adults, to cite only two examples. Social research on blindness is implicated in and is being enriched by this movement toward diagnosis and therapeutical treatment of the entire person as contrasted with the earlier more specialized approach. This becomes apparent as the contents of this survey are considered, that is, the 60 research projects and 444 publications directly concerned with blindness and the 91 research projects and the 364 publications on subjects of interest to social research on blindness that form the basic data of this present survey. Undoubtedly in the future the relevance of the broad attack on diseases and impairments will become more apparent, thus enlarging the scope of social research on blindness as to content, design and techniques. It is in anticipation of this enlarged scope of interest that the present compilation and its analysis are presented for those research workers and others who may find such a study useful.

- (1) N.J. Raskin, Current Research in Work for the Blind, American Foundation for the Blind, 1953 and Helga Lende, Books About the Blind, American Foundation for the Blind, 1953.
- (2) See report, Bayne-Jones, et al, The Advance of Medical Research and Education, June 27, 1958.

Definitions and Limitations

A study of trends of social research on blindness would ideally start with only recent research projects and technical research reports. It would report only studies using quantitative techniques of analysis; populations would be drawn according to accepted sampling theory: categories would be discrete, methodology detailed and findings subjected to reliability and validity tests. Under such strict rules of selection, there would be relatively few research projects to report. Without making too much of this serious lack of rigorously designed research that needs to be mentioned in passing, the compilation on which this survey is based has been drawn up with a much broader interpretation of research. If a population exist or if data exist that are treated analytically according to some procedure generally acceptable to one of the social science or behavioral science disciplines and some interpretations or conclusions are reached as a result of that ordering or analysis of data, it has qualified as research for purposes of this compilation. Excluded have been purely impressionistic, narrative, anecdotal and philosophical writings, except those few that clearly point to needs for the undertaking of social research. While this rather loose definition may cause some entries to be listed that are questionable and some categories may be vague, the extent of the listings (959 in all) will not seriously inconvenience anyone seeking information; the entire list can be searched without too much trouble.

Where annotated sources of excerpts from sources were possible to obtain, these have been listed with due credit being given. In the case of the 88 research projects which were listed in Bio-Sciences Information Exchange releases Notice of Research Projects and in the case of items taken from Research Relating to Children published by the Childrens Bureau of the U.S. Department of Health, Education and Welfare, principal investigators were asked to register their objections to this listing of the project summaries of their studies. In the case of research publications, permission to use summaries and annotations were graciously granted by Psychological Abstracts, Rehabilitation Literature, and Current Social Research of Community Research Associates, Inc., all of which were used extensively. Other collections and reports used only occasionally have been assumed to be in the public domain. Also bibliographies of one book, two doctoral dissertations and one master's thesis (Drs. Gowman, Underberg, Axelrod and Miss Inabinet respectively) have been used extensively, both for work cited prior to 1953 that has current research implications and for the latest research. In all cases, credit has been given as to source and annotation.

Principal Sources Used

Psychological Abstracts (American Psychological Association)

Rehabilitation Literature (National Society for Crippled Children & Adults)

Research Relating to Children (Childrens Bureau, HEW)

Notice of Research Projects; (Bio-Sciences Information Exchange)

Sociological Abstracts

Report of Research Projects and Grants:

- A. National Science Foundation
- B. Office of Vocational Rehabilitation

Theses and Dissertations Related to Rehabilitation Counselor Education (Rehabilitation Counselor Education Research, Inc.)

New Outlook for the Blind (American Foundation for the Blind)

Current Sociology (UNESCO)

Science (American Association for the Advancement of Science)

Sources of Morbidity Data (HEW)

American Psychologist (APA)

Current Social Research (Community Research Associates Inc.)

Research and Demonstrations in Progress (Rehabilitation Counselor Education Research, Inc.)

An Inventory of Social and Economic Research in Health (Health Information Foundation)

Doctoral Dissertation, University of Rochester, Rita P. Underberg: Relationship between Parental Understanding and Child Adjustment in the Visually Disable Adolescent, 1958.

Doctoral Dissertation, University of Rochester, Ronald T. Verrillo: A Study of Adjustment and the Relationship between Parental Attitudes and Adjustment in Visually Impaired and Sighted Adolescents, 1958.

Dr. Alan G. Gowman, The War Blind in American Social Structure, American Foundation for the Blind, 1957, 237 pp.

Thesis, University of Tennessee, Judith Beebe Inabinet: A Study of the Reactions to Blindness among Persons Who Lost their Sight After Age 50, 1958.

Health Education: A Selected Bibliography (WHO)

Doctoral Dissertation, New York University, Seymour Axelrod:
Basic and Complex Functions in the Blind and the Sighted, 1958.

International Journal for the Education of the Blind (American
Assoc. of Instructors of the Blind)

Helga Lende, Books about the Blind, A Bibliographical Guide,
American Foundation for the Blind, 1953, 357 pp.

N.J. Raskin, Current Research in Work for the Blind, American
Foundation for the Blind, 1953, 33 pp.

Organization of the Survey

This survey is concerned with (a) five content categories, (b) two types of activity categories, (c) relatedness to blindness of the research, (d) recency of publications and (e) length of publications.

Content categories for purposes of this survey are (a) general social research on blindness, (b) the adult blind (including vocational and personal reorganization, blinded veterans and the aged blind), (c) the young blind, (d) the deaf-blind and (e) psychological measurement. Expediency has dictated this categorization; these are roughly the major fields of inquiry and research. They are not discrete categories, it must be emphasized; psychological testing of children, for example, is carried under the category of the young blind, not under psychological measurement. In a relatively new and rapidly expanding area of research any attempt at categorization is frustrating since techniques, methods and often content are interchangeable. However, to facilitate discussion this rough division has been decided upon.

General research on blindness contains mostly general reference items (such as Best's book), bibliographies (such as Meyerson's and Twersky's) and articles on broad concern with policy and operations (like Cutsforth's and Berthold Lowenfeld's concepts of psychology of blindness, Rusalem's and Schauer's discussion of attitudes toward blindness, and AFB's survey of library services for blind persons in the United States). This category has general relevance to all other categories.

The adult blind is largely concerned with vocational and personal reorganization (including such activities as the three year research project of the Catholic Guild for the Blind in Boston, Mass. on "the effectiveness of adjustment training programs of varying lengths for the adult blind"), the problems of blinded veterans (such as Gowman's book and the Veterans Administration survey of 1958 set forth) and the problems of the aged blind (as mentioned by Belloc, Bledsoe, Fox and others).

In this category there is considerable overlap with the category psychological measurement, particularly with regard to testing. Also studies of the adjustment problems of sighted parents of blind children is more logically listed under the young blind. Similarly so are the problems of the adult deaf-blind in that category. The specific interest groups of blinded veterans and the aged blind can be supplemented by the more general vocational and personal reorganization section for further relevant references.

The young blind is a well defined specific interest group that (except for deaf-blind children) embraces all aspects of personal adjustment, testing and education. It includes the preschool blind child, the brain damaged and multiply handicapped blind child (except deaf-blind) and the blind adolescent through secondary school.

The deaf-blind is another quite specific interest group that is concerned with more general communication problems so as to include autistic and aphasic blind children who on examination may have a serious hearing loss. This category contains all references to deaf-blind adults, such as the AFB workshop proceedings on training and employment of deaf-blind adults.

Psychological measurement is concerned with the more technical aspects of measurement, such as found in Teuber's, Drever's and MacFarland's articles. Individual aptitudes, personality, and performance tests will be found under the adult blind or the young blind.

The two types of activity categories in this survey are used to describe further the five content categories above. The first activity category is research projects (3) which with one general exception were all in progress in 1957-1958; the exception is the inclusion of some terminated research projects in the young blind category. Some doctoral dissertations in progress are listed in the research projects category but in general this has been avoided since dissertation plans are often changed. The major characteristics of this activity is that it generally involves more than one investigator and it requires some formal statement of purpose in connection with financing the project. Professional standards of investigating personnel vary as widely as source of funds, but the majority of research projects can be said to be staffed by professionally trained personnel and financed by funds from government grants and contracts or from private philanthropic organizations. Also these research projects generally result in the second of the two types of activity categories: publications.

Publications of research findings take several forms: books, monographs, dissertations and articles. Books can be characterized as the fuller, more complete treatment of a major subject and generally are inkprint and hardcover productions. The monograph, in

(3) Demonstration projects with research implications have been included.

contrast, is more limited in scope of inquiry, is shorter in treatment, may or may not be inkprint and is generally paper covered. For example, a book is Norris, Spaulding and Brodie's Blindness in Children, University of Chicago Press, 1957, 173 pages, a five year longitudinal study of 295 preschool children blinded by retroental fibroplasia. An example of a monograph is Pelone's Helping the Visually Handicapped Child in a Regular Class, Teachers College, Columbia University, 1957, paper bound, 99 pages. Dissertations and theses are studies conducted under the supervision of an institution of higher learning with the aim of obtaining a master's or a doctor of philosophy degree. An example of a thesis is Inabinet's Study of the Reactions to Blindness among Persons who Lost their Sight After Age 50, June, 1958, submitted to the Graduate Council of the University of Tennessee in partial fulfillment of the requirements for the degree of Master of Science in Social Work. An example of a dissertation is Axelrod's Basic and Complex Functions in the Blind and the Sighted, April, 1958, submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at New York University.

Articles are characterized primarily by being in the professional, periodical literature. Their comparative recency and length will be discussed later. An example of an article is Blank's "Psychoanalysis and Blindness" in the Psychoanalytic Quarterly, 1957, volume 26, pages 1-24.

In addition to the five content categories (general, adult, young, deaf-blind, and psychological measurement) and the two activity categories (research projects and publications) another meaningful categorization is concerned with the relatedness of the research to blindness. The opening paragraphs of this chapter state the belief that much of the potential of social research on blindness lies in attacking the problems of disease, disability and impairment on a broad basis, rather than entirely by specialization. Discussions of comprehensive medicine (4) and the enlarged scope of medical research (5) point the way to this development. Toward that end almost half of the items in this present compilation represent research in fields other than blindness but of relevance to blindness. For instance, a monograph by Minski on Deafness, Mutism and Mental Deficiency in Children concerned with "the differentiation between deafness, mental defect, deafness with maladjustment and absence of speech without deafness" is of direct interest to research on the deaf-blind. Also a research project entitled Administrative Effectiveness and Prediction in Vocational Rehabilitation of Public Assistance Referrals at the University of Washington at Seattle should result in reports of interest to research on vocational adjustment of blind workers.

- (4) J.D. Matarazzo, "Comprehensive Medicine: A New Era in Medical Education," Human Organization, 1955, 14, 1, 4-9.
- (5) Bayne-Jones, et al, The advance of Medical Research and Education, June 27, 1958.

Scholars and research workers on blindness may often find useful basic reference works like Gilbert on intersensory facilitation and inhibition, Lederer on how the sick view their world, Jones on collaboration of social scientists and social practitioners in the solution of social problems, and Cruickshank on the relation of physical disability to fear and guilt feelings. Many more similar topics suggest topics and techniques applicable to new research on blindness.

Recency of research publication is another item of interest in this compilation. About 29 per cent of the items listed date to 1952 or earlier, with 71 per cent 1953 or after. The older items include many widely accepted publications like Cutsforth (1951), Halstead (1947), Hebb (1949), Worchel (1947) and others. In general, this compilation has avoided re-listing items in Miss Helga Lende's definitive bibliography (1953). If, however, a scholar or research worker on blindness has found certain older works particularly helpful, these works have been listed in this compilation, often with Miss Lende's annotation. The reader wishing a comprehensive survey of literature on blindness prior to 1953 should consult Miss Lende's bibliography.

Length of articles is another item of interest in the analysis of this compilation. Sixty percent of all items are articles and their length gives some indication of the extent and scope. For instance, a 107-page article on a comparative study of the central and peripheral sectors of the visual cortex in primates cannot fairly be compared to a 2-page article on auxiliary mechanical sound sources for obstacle perception by audition. Consequently a simple analysis (described in Chapter 2) of length of articles seemed in order.

All of these categorizations and analyses described above are presented to make the materials more meaningful to research workers and others who are concerned with the present status of social research on blindness and its potential.

CHAPTER TWO

GENERAL CHARACTERISTICS OF RECENT SOCIAL RESEARCH ON AND RELATED TO BLINDNESS

The amount of social research directly concerned with blindness since 1953 has very significantly increased. When social research on other than blindness (but of great potential value to social research on blindness) is added, the period since 1953 has undoubtedly seen the largest body of research for any five year period since social research on blindness began (See Table 1). While it is not the purpose of this survey to assess the literature before 1953; its general characteristics are summarized by Miss Lende: "Much of the literature on the blind may be said to be repetitious and in many cases is more of an emotional than factual character (6)." Also Raskin's survey on Current Research in Work for the Blind, for the period 1942-1953 can list only 24 publication references and 40 investigators. With a much more liberal definition of research (see discussion in Chapter One), the period 1953-1958 can list some 60 research projects and some 444 publications directly concerned with social research on blindness (See Table 4). Allowing for differences of interpretation, it is quite clear that the period 1953-1958 has seen the beginnings of a valuable literature on social research on blindness.

Tables 1-3 outline the full potential of that body of research by combining social research directly concerned with blindness and a portion of the social research on other topics but relevant to studies on blindness. The most noticeable single feature of Table 1 besides the considerable number of items (959) is the heavy preponderance of articles in comparison with other publications (7).

- (6) Lende - Books About the Blind - Preface
- (7) This observation will be repeated throughout the course of this survey, since it generally pertains to all subsections. This preponderance of articles suggests a very recent and growing literature which finds its outlets in contemporary professional journals. (This is discussed more fully on further pages).

TABLE 1

CHARACTERISTICS OF ALL ITEMS OF SURVEY BY
CATEGORIES AND NUMBERS

Content Category	Projects	Books	Number of Monographs	Dissertations	Articles	Total
General	12	31	18	10	122	193
Adult	33	18	37	33	145	266
Young	87	24	28	11	173	323
Deaf-Blind	16	4	13	4	54	91
Psy. Meas.	3	5	2	2	74	86
TOTAL	151	82	98	60	568	959

Research Projects and Research Publications

Table 2 and Table 3 suggest by content category the varying distributions of projects and publications; the significant variations are discussed below.

In Table 2 in the category General Research on Blindness there seems to be fewer research projects and more books than the over-all distribution for all five content categories. There are probably fewer research projects because the broad general policy questions involved in this category have not too often been approached through research processes; conferences, work shops, discussions and legislative proposals have been more widely accepted means of approaching broad general policy questions. An instance of the coming role that research may play in the consideration of such questions has been the recent award of two project grants to the New York School of Social Work of Columbia University. The first was a two year study financed by the Caspary Estates and The Seeing Eye on the problems of travel of blind persons, including a "study of policies and practices of dealing with the blind with reference to travel." The second grant is for a three year study on "the nature and determinants of sighted society toward blindness and the effects of these attitudes on blind people."

The relatively large number of books in the General Research on Blindness category can be accounted for by the widely accepted "classics" (such as Best on blindness; Halstead and Rose on related subjects). This long discursive treatment of broad policy questions has over the years more often taken the permanent form of books although in keeping with the literature in other content categories a common tendency has been for publication through articles.

The number of research projects in the Young Blind and the Deaf-Blind categories is above the over-all distribution, primarily because a good deal of research indirectly related to blindness falls in these categories. Of importance to the study of the Young Blind are the social psychological studies on other impairments and disabilities. Of

TABLE 2
CHARACTERISTICS OF ALL ITEMS OF SURVEY
BY CATEGORIES AND PERCENTAGES

Content Category	Percentages by Content Category					Total
	Projects	Books	Monographs	Dissertations	Articles	
Over-all						
Summary	16	8	10	6	60	100
General	6	17	9	5	63	100
Adult	14	7	13	12	54	100
Young	26	7	10	4	53	100
Deaf-Blind	19	4	14	4	59	100
Psy. Meas.	4	6	2	2	86	100

TABLE 3
CHARACTERISTICS OF ALL ITEMS OF SURVEY
BY ACTIVITIES AND PERCENTAGES

Content Category	Percentages by Activity Category				
	Projects	Books	Monographs	Dissertations	Articles
General	8	39	20	17	22
Adult	24	21	35	55	26
Young	56	30	30	19	30
Deaf-Blind	10	4	13	6	10
Psy. Meas.	2	6	2	3	12
TOTAL	100	100	100	100	100

importance to the study of the Deaf-Blind are the studies on auditory acuity.

The category the Young Blind shows a below average number of books, due probably to the relatively recent concern with research-oriented studies of children. The relatively large number of ongoing research projects shows this recent emphasis on research, some of which may make up the deficit on books as publications. Certain longitudinal studies

of children with retroental fibroplasia can be expected to take book form ultimately, as Norris' pioneering book has already done.

In the category the Deaf Blind, a slightly larger than average number of monographs confirms the suggestion that the complexities of studies of the deaf-blind do not lend themselves to shorter or more specialized topics: the deaf-blind person has to be considered as an entire person of many interdependent problems and potentialities

The apparently below average distribution of research projects and monographs and the apparently above average distribution of articles in the category Psychological Measurement come rather close to the over-all distribution for all categories when adjustments are made that take into account that psychological tests on the young blind and on the adult blind are listed under those categories.

Table 3 illustrates by activity (research project or publications) the distribution of effort (in percentages) among the five content categories as far as the present compilation is concerned. Over half the research projects included in this listing are on the young blind, since it is in this field that many new projects have been started in the past five years, particularly in social psychological fields of relevance to studies on blindness. Table 3 also emphasizes the relatively small effort going into research projects in the general category and in experimental psychology and psychological testing, which can be explained in these ways: (a) the broad policy questions of the general category (for example, attitudes toward blind persons, mobility: (see Chapter 3) have not traditionally been approached through research processes and (b) much of the psychological measurement research is in this compilation listed under other categories (vocational and personal reorganization and the young blind.)

Seventy-two per cent of the books in this survey are included in the general and the adult categories which can be accounted for in several ways, among them the following: (a) these are the older fields of inquiry in studies of blindness; (b) this list includes the "classics" on blindness and basic reference materials which any survey must take into account; (c) this list includes the "classics" in social studies of relevance to new studies on blindness.

The relatively larger number of monographs and dissertations in the Adult category can be accounted by the concern over the years with vocational and personal reorganization of the individual blind person as well as with persons with impairments and disabilities of relevance to social research on blindness. The relatively smaller number of monographs and dissertations in the Deaf-Blind category can be explained by the relatively few numbers of publications on the deaf-blind compared with the other fields (8).

(8) Within the deaf-blind field, it should be remembered, publication in the form of monographs has been slightly above the over-all distribution for all categories; See Table 2.

The relatively smaller number of monographs and dissertations in the category of Psychological Measurement may be due to two factors: (a) the bulk of the literature has been published prior to 1953 and is reported and discussed by Lende and Raskin, and (b) many items on psychological testing are listed under other categories. The same can be said for the relatively fewer articles in the Psychological Measurement category.

Research Directly on Blindness and Related to Blindness

As explained in Chapter One, this survey has included two types of research projects and publications: (a) those directly concerned with blindness and (b) those on other impairments and disabilities which are of relevance to research on blindness, either by dint of subject matter or methods of investigation (9). Fifty-two per cent of items in this compilation can be classified as direct and 48 per cent as related. Tables 4-19 set forth various details of this distribution.

TABLE 4

Characteristics of All Items of Survey

	Percentages of Items in Direct - Related Categories					
	Numbers			Percentages		
	Direct	Related	Total	Direct	Related	Total
Projects	60	91	151	40	60	100
Books	20	62	82	24	76	100
Monographs	71	27	98	72	28	100
Dissertations	34	26	60	56	44	100
Articles	319	249	568	56	44	100
TOTAL	504	455	959	52	48	100

This table reveals these important characteristics of this present compilation: when compared with the overall distribution of items, (a) monographs are most heavily on direct subjects and (b) research projects and books are most heavily on related subjects. The significance of these distributions is discussed below.

Table 5 shows in numbers and Table 6 in percentages the distribution of direct items. The single most noticeable item is the preponderance of articles, as might be expected in a predominantly new area of social research. The relatively low percentage of articles in the Deaf-Blind category can be explained as attributable to low numbers of items (see Table 5) and the complexity of the subject.(10)

(9) For convenience sake, these two types will be referred to here after as "direct" and "related".

(10) The category Psychological Measurement is atypical in all distributions due to the methods of selection of items (fragmentary) and categorization (split between adult, young and testing.)

Other noteworthy items in Table 6 are: (a) the relatively low percentage of projects in the General category, (b) the relatively high percentage of books in the General and Deaf-Blind categories, (c) the relatively high percentage of monographs in the Deaf-Blind category and (d) the relatively high percentage of dissertations in the Adult category.

When Table 7 and Table 8 on related items are consulted, three noteworthy additional items appear: (a) the relatively large number of projects of interest to the young and the deaf-blind (11); (b) the relatively large number of dissertations in the adult categories (12); the relatively large number of dissertations in the adult category (13).

In terms of overall distribution of direct and related items, it appears (a) that except for the deaf-blind all categories are heavy on direct articles, (b) that the Deaf-Blind category contains a large percentage of direct monograph material, (c) the number of related projects is heaviest in the Young Blind category and (d) the number of related books is heaviest in the General categories.

TABLE 5
Characteristics of Items of Survey: Research
On Blindness by Categories and Numbers

Content Category	Numbers of Activities					Total
	Projects	Books	Monographs	Dissertations	Articles	
General	9	11	14	8	71	113
Adult	23	4	26	19	79	151
Young	29	3	19	7	124	182
Deaf-Blind	2	2	10	0	11	25
Psy. Meas.	1	0	2	0	34	37
TOTAL	64	20	71	34	319	508

(11) Such as a project entitled Exceptions of Pre-school Children in respect to Family Roles undertaken at the Laboratory of Human Development, Dept. of Psych., Harvard University and a project "to investigate in 1000 hard-of-hearing adults the relationship between audiological test results and social psychological-vocational measures of disability" being undertaken at the University of Pittsburgh.

(12) Such as Duke-Elder's Textbook of Ophthalmology and Dembo et al: Social Psychological Rehabilitation of the Physically Handicapped: Adjustment to Misfortune, A Study in Social-Emotional Relationships between Injured and Non-injured people.

(13) Such as Couch: A Study of the Relationships between Self-view and Role-taking Accuracy.

TABLE 6

Characteristics of Items of Survey: Research
On Blindness by Categories and Percentages

Content Category	<u>Percentages of Activities</u>					Total
	Projects	Books	Monographs	Dissertations	Articles	
Over-all						
Summary	13	4	14	7	62	100
General	8	10	12	7	63	100
Adult	16	3	16	13	52	100
Young	15	1	10	4	70	100
Deaf-Blind	10	10	40	0	40	100
Psy. Meas.	3	0	6	0	91	100

TABLE 7

Characteristics of Compilation of Survey: Social Research
Related to Blindness, by Categories and Numbers

Content Category	Projects	<u>Number of Activities</u>				Total
		Books	Monographs	Dissertations	Articles	
General	3	20	4	2	51	80
Adult	15	14	11	14	66	120
Young	58	22	9	4	49	142
Deaf-Blind	14	2	3	4	33	56
Psy. Meas.	2	5	0	2	40	49
TOTAL	92	63	27	26	239	447

TABLE 8

Characteristics of Compilation of Survey: By Categories
And Percentages

Content Category	Projects	Books	Monographs	Dissertations	Articles	Total
Overall	20	15	6	6	53	100
General	4	25	5	3	63	100
Adult	12	12	9	12	55	100
Young	41	15	7	3	34	100
Deaf-Blind	25	3	5	7	60	100
Psy. Meas.	5	10	0	5	80	100

Recency of Publication (14)

As mentioned in Chapter One, one of the outstanding characteristics of the present compilation is that 71 per cent of the items were published since 1953. Table 9 gives the summary distribution by numbers.

Tables 10-12 further breaks down these numbers into summary percentages, direct and related research (see preceding section of this chapter). One total is especially noteworthy: 40 per cent of all items in this compilation are recent (since 1953) and directly related to blindness. This emphasizes the significant new trend toward more social research on blindness. Table 9 also points out in more detail previously noted observations: (a) all categories are heavy on direct and recent articles, and (b) a large number of books are on related subjects, particularly prior to 1952.

Tables 13-16 give further details by type of publication. As noted in the previous section, there are a large number of books in the general and young categories. Table 13 shows them to be 50 per cent of the total distribution on related items and 50 per cent of the total distribution of books published before 1952; roughly one half of all the books in this compilation can be said to be on related subjects of interest to the general and young categories and published prior to 1952 (15).

Table 14 confirms the previous observations that monographs are (a) predominantly direct (71 per cent), (b) recent 81 per cent and (c) concerned with vocational and personal reorganization. Table 14 also shows a significant if small (compared with articles) number of monographs in the young blind category, particularly in the recent and direct items. This suggests that the monograph may become a more used outlet for publication of research on the young blind. It appears already to be well established in the Deaf-Blind category.

Table 15 confirms the previous observations that dissertations (a) over the years have been concerned mainly with problems of vocational and personal reorganization and (b) about two-thirds are both recent and direct. Table 15 also discloses the general absence of recent and direct dissertations in the Deaf-Blind category.

Table 16 confirms previous observations that (a) articles are predominantly direct (56 per cent), (b) articles are recent (70 per cent), (c) a growing literature is finding its outlet in publication in professional journals, and (d) articles constitute a comparatively small number of items in the Deaf-Blind category. Table 16 also shows (a) that nearly 40 per cent of all items are recent and direct

(14) All research projects were started after 1953.

(15) Examples are: Hebb's The Organization of Behavior (1949) and Cameron's The Psychology of Behavior Disorders (1948)

(b) the relatively large number of direct and recent articles on the young blind suggest a trend that may continue, and (c) the equally scanty work on the deaf-blind is recent and only one third direct.

Table 17, as explained in Chapter One, is concerned with the length in pages of articles, since the extent and scope of articles can be roughly suggested by length. Table 17 can be summarized as follows: (a) more than 10 pages and direct: 14 per cent; (b) more than 10 pages and related: 13 per cent; (c) less than 10 pages and direct: 41 per cent; less than 10 pages and related: 32 per cent. This means that 73 per cent of all articles are less than 10 pages, which raises a serious question about the importance to a permanent literature of this large number of items. This present survey makes no attempt to evaluate these items; it suggests only that a potentially serious situation exists in which 60 per cent of all items in this compilation are articles and that 73 per cent of those articles are of less than ten journal pages in length. Those categories in which articles of less than 10 pages seem to be unusually numerous are: Aged Blind, Young Blind and Psychological Measurement.

TABLE 9
Characteristics of All Items of Survey: Recency and
Relatedness of Publication by Categories,

Years and Numbers

Publication Category	Published 1952 or Before		Published 1953 or After		Total
	Direct	Related	Direct	Related	
Books	8	38	12	24	82
Monographs	15	2	56	25	98
Dissertations	12	6	22	20	60
Articles	96	65	223	184	568
TOTAL	131	111	313	253	808

TABLE 10

Characteristics of All Items of Survey: Recency and
Relatedness of Publications by Categories, Years and Percentages

	1952 or Before		1953 or After		Percent
	Direct	Related	Direct	Related	
Over-all	16	13	40	31	100
Books	10	47	15	28	100
Monographs	16	2	57	25	100
Dissertations	20	10	36	34	100
Articles	17	11	40	32	100

TABLE 11

Characteristics of All Items of Survey: Recency and

Publications	1952 or Before		1953 or After		Percent
	Direct	Related	Direct	Related	
Over-all	39		61		100
Books	57		43		100
Monographs	18		82		100
Dissertations	30		70		100
Articles	28		72		100

TABLE 12

Characteristics of All Items of Survey: Recency and

Publications	1952 or Before		1953 or After		Percent
	Direct	Related	Direct	Related	
Over-all	56		44		100
Books	25		75		100
Monographs	73		27		100
Dissertations	56		44		100
Articles	57		43		100

TABLE 13

Characteristics of Items of Survey: Recency and Relatedness

Of Books Published, By Categories, Years and Numbers

Content Category	Directly on Blindness		Related to Blindness		Total
	1952 or Before	1953 or After	1952 or Before	1953 or After	
General	7	4	11	9	31
Adult	1	3	10	4	18
Young	0	3	11	10	24
Deaf-Blind	0	2	1	1	4
Psy. Meas.	0	0	5	0	5
TOTAL	8	12	38	24	82

TOTALS: Direct: 24%, Related: 76%; before 1952: 56%, after 1953: 44%

TABLE 14

Characteristics of Items of Survey: Recency and
Relatedness of Monographs Published, By Categories, Years and Numbers

Content Category	Directly on Blindness		Related to Blindness		Total
	1952 or Before	1953 or After	1952 or Before	1953 or After	
General	6	8	1	3	18
Adult	4	22	1	10	37
Young	5	14	0	9	28
Deaf-Blind	0	10	0	3	13
Psy. Meas.	0	2	0	0	2
TOTAL	15	56	2	25	98

TOTALS: Direct: 72%, Related: 28%; before 1952: 18%, after 1953: 82 %

TABLE 15

Characteristics of Items of Survey: Recency and
Relatedness of Dissertations, By Categories, Years and Numbers

Content Category	Directly on Blindness		Related to Blindness		Total
	1952 or before	1953 or after	1952 or before	1953 or after	
General	3	5	0	2	10
Adult	8	11	3	11	33
Young	1	6	0	4	11
Deaf-Blind	0	0	2	2	4
Psy. Meas.	0	0	1	1	2
TOTAL	12	22	6	20	60

TOTALS: Direct: 56%, Related: 44%; before 1952: 30%, after 1953: 70%

TABLE 16

Content Category	Directly on Blindness		Related to Blindness		Total
	1952 or before	1953 or after	1952 or before	1953 or after	
General	30	41	14	37	122
Adult	28	51	22	44	145
Young	23	101	4	45	173
Deaf-Blind	4	7	9	34	54
Psy. Meas.	11	23	16	24	74
TOTAL	96	223	65	184	568

TOTALS: Direct: 56%, Related: 44%; before 1952: 30%, after 1953: 70%

TABLE 17

Characteristics of Items of Survey: Length and RelatednessOf Articles Published, By Categories and Number of Pages

Content Category	Less Than 10 Pages Direct	Less Than 10 Pages Related	10 Pages or Longer Direct	10 Pages or Longer Related	Total
General	44	36	23	19	122
Adult	66	45	13	21	145
Young	98	36	26	13	173
Deaf-Blind	4	34	7	9	54
Psy. Meas.	23	28	11	12	74
TOTAL	235	179	80	74	568
Percent	41	32	14	13	100

CHAPTER THREE

GENERAL RESEARCH ON BLINDNESS

General research on blindness is the content category in this compilation that deals primarily with (a) matters of concern to formulation of policy and over-all operations (such as Cutsforth's and Berthold Lowenfeld's concepts of the psychology of blindness and AFB's survey of library services available to blind persons in the United States), (b) general reference items (such as Best's definitive book on blindness), and (c) bibliographies (such as Meyerson's, Twersky's and Lende's).

Table 18 summarizes the characteristics of research projects and publications in this category. As has been noted in Chapter Two (16) there are relatively fewer research projects in this category than in any of the other four categories. When the current projects are noted, there appears to be four large areas of concern that need more direct or wider attention. (a) Social characteristics on the blind are almost nonexistent on any large scale. The study in the Washington D.C. area and eight community surveys conducted by AFB are the major studies of any depth and detail. In the federal government, detailed statistics on the social characteristics of blind persons exist in the disability insurance program of the Old Age Survivors Insurance program, the Bureau of Public Assistance, the Office of Vocational Rehabilitation, and the Veterans Administration, but no attempt has been made in the last five years to issue from the mass of existing data studies or reports on blindness. The June 1959 report of the National Health Survey on impairments is the first major study to include social statistics on blindness for several years. It is fair to say that no other federal agency at present finds the task of presenting detailed social statistics on the blind feasible from the standpoint of time and effort. Lack of federal effort in this field has left the problem of development of adequate social statistics programs to the various states where reporting criteria, when existent, leave much to be desired.

Table 18

Characteristics of Items on General Research On

Blindness

Projects	Books	Monographs	Dissertations	Articles	Articles		
	-52	+53	-52	+53	-52	+53	-10Opp+10Opp
Direct 9	7	4	6	8	3	5	30 41 44 23
Related 3	11	9	1	3	0	2	14 37 36 19
SUB TOT.12	18	13	7	11	3	7	44 78 80 42
TOTAL 12		31		18		122	122

Total Publications: -52: 72, +53: 109. Direct: 104, Related: 77

(b) Another equally important basic concern of general policy remains almost untouched: the standards and principles, actual and desirable, of services rendered to blind by all agencies and organizations affecting their welfare. AFB has conducted surveys for various communities, the state of Idaho, and New York state's services for children. The Washington D.C. and Puerto Rican studies reported in progress in this compilation may add to the exceedingly small body of reliable information on services. The recent activation of a congressional study of disabilities (the Elliott Committee) will undoubtedly raise many issues in this field.

(c) The problem of social attitudes toward blindness by blind and sighted persons is only beginning to be attacked systematically. The project of the New York School of Social Work, Columbia University, reported in this compilation, is one of the very few rigorously designed studies to undertake work on social (rather individual personal) concepts.

(d) The problem of mobility of blind persons has received also only piecemeal attention. Too often technological research has forgotten the human factor in studies of guidance devices and increasing auditory acuity. Much more basic research and the human engineering approach are needed. Social research on mobility leaves much to be desired. Only recently through support of the Seeing Eye Inc. has a scientific approach to studies of mobility problems been started. Other projects concerned with instructional and operational standards are badly needed.

In general, it can be said of the above four problems on which social research is badly needed that the traditional approach to these problems has been through discussions, conferences, meetings, publications and legislation, with little use of research techniques.

As both Table 13 and Table 18 show, the publications in this general category are in over-all distribution one-third works prior to 1952 and two-thirds subsequent to 1953, with some publications (like books) showing a preponderance of older work. These generally are the "classics" on blindness and related social problems, books that can point the way to contemporary research needs. While there is a desirable trend toward the more contemporary in the publication of articles, it must be remembered that the limitations of a literature based on articles are not to be underestimated (17). No critical survey of the research effort represented in this category of general research on blindness can be very sanguine in view of the important problems that need more attention. It is also noteworthy that investigations on broad policy questions are depending on leadership from the federal government, such as the Elliott Committee on unmet service needs, the National Health Survey on unmet health needs and the House study on social security.

(16) See Table 2, Table 3, Table 6, and Table 10.

(17) See discussion in Chapter Two on articles.

Research Projects

1. Title: "Project for the Prevention of Blindness"

Purpose: The purpose is to determine (1) the prevalence and incidence of blindness; (2) information on the conditions leading to blindness in the population of California; (3) information on the distribution of various etiologic types of blindness within the population in terms of their demographic characteristics; and also to demonstrate the practicability of a public health program for the prevention of blindness.

The project analyzes data obtained from such sources as recipients of Aid to the Needy Blind, Workmen's Compensation, special education program of the State Department of Education, and Vocational Rehabilitation.

Investigator: William D. Simmons

Conducted by: California State Department of Public Health, Bureau of Chronic Diseases

Financed by: W.K. Kellogg Foundation

2. Title: "Social Characteristics of the Blind in the Washington, D.C. area with Particular Reference to those Persons Served by Agencies."

Purpose: Types of data include sex, age, race, marital status, employment, degree of vision, duration of condition, source of diagnosis, education, method of travel, living arrangements, and principal types of services rendered by agencies serving the blind.

The study is designed to secure basic data about known blind individuals for use in future community planning for services to this group of handicapped persons. The approach is quantitative and no attempt is made to evaluate the quality of services given.

The population studies includes recipients of medical, financial educational, vocational institutional, and similar types of social service rendered by agencies in the Washington, D.C. area for individuals with central visual acuity of 20/200 or less in the better eye, with correcting glasses, or otherwise classified blind under standard definition promulgated by the American Foundation for the Blind.

Investigators: Edward F. Brayer, Bureau of Employees' Compensation, U.S. Department of Labor, and Grace G. Parr, Columbia Lighthouse for the Blind.

Conducted by: United Community Services (D.C.)- Health Section; Columbia Lighthouse for the Blind (D.C.); and American Foundation for the Blind.

3. Purpose: To analyze and demonstrate the role of a local medical society in total community rehabilitation planning.
Investigator: Miss Josephine J. Albrecht
Conducted by: Medical Society of the District of Columbia
1719 M. Street, N.W.
Washington, D.C.
Fiscal Year Initiated: 1956
Duration of Project: Two Years

4. Title: "Cultural Considerations in Changing Health Attitudes"
Investigators: P.B. Cornely and D.D. Watts (Howard U.) (August 1958)
Reference: National Science Foundation (Washington 25, D.C.)
Government Sponsored and Government Supported Research
Social Sciences and Interdisciplinary Areas, March 31, 1958.

5. Title: "Travel in the Rehabilitation of the Blind"
Purpose: This is a two-year study related to problems of travel of blind persons and aimed at determining (1) the characteristics of blind persons associated with successful use of dog guides, (2) an estimate of the number of blind persons possessing these characteristics, and (3) the factors influencing the decisions of blind persons to use dog guides. The study has an important bearing on the employment of blind persons. The study is scheduled for completion in the summer of 1958. The project includes predictive studies of factors associated with effective dog-guide use, demographic studies of characteristics of the blind, large sample interview study of blind persons, statistical estimate of reservoir of potential dog-guide users, interview study of factors influencing choice of mode of travel of blind, study of policies and practices of dealing with blind with reference to travel.
Investigator: Samuel Finestone, Associate Professor
Conducted by: Columbia University, New York School of Social Work,
Research Center
Financed by: Caspary Estates and Seeing Eye

6. Purpose: To study the nature and determinants of attitudes of sighted society toward blindness and the effects of these attitudes on blind people.
Investigators: Martin Whiteman, Ph.D., and Irving F. Lukoff
Conducted by: Research Center: The New York School of Social Work
Columbia University
9 East 90th Street
New York 28, New York
Fiscal Year Initiated: 1959
Estimated Duration of Project: Three years
Reference: Office of Vocational Rehabilitation, Washington 25, D.C.

7. Purpose: To determine the rehabilitation needs and potentials among individuals served by public health and welfare agencies and to initiate a coordinated action program.
Investigator: Dr. Reinaldo A. Ferrer, M.D.
Conducted by: Department of Health, Commonwealth of Puerto Rico, Santurce, Puerto Rico.
Fiscal Year Initiated: 1958.
Estimated Duration of Project: Two Years.
Reference: Office of Vocational Rehabilitation, Washington 25, D.C.

8. Title: "Emotional and Social Problems of Blind Persons"
Purpose: The project has added social work, psychometric, and vocational counseling services to the existing medical, psychiatric, and ophthalmological evaluation of clients. Occupational therapy will be added. Special emphasis is placed on clinical evaluation, training for daily living and work, and special problems of double handicaps. The institution enrolls any seriously visually handicapped person aged 17-55 who can profit from training. It is too early to evaluate the added services and to see any tangible results. (From correspondence)
Reference: Research and Demonstrations in Progress Related Rehabilitation Counselor Education. James Herrick Hall, Ed. D. and Jacob O. Bach, Ph.D., April 1, 1958 issue. Rehabilitation Counselor Education Research, 1025 Vermont Avenue, N.W., Washington 5, D.C.

9. Title: "Evaluation of Music Therapy as a Part of the Curriculum of a Rehabilitation Center for the Blind"
Purpose: The study was designed to establish a tentative music therapy program for the purpose of evaluating the effectiveness of music therapy in a rehabilitation program for the adult blind. The program includes: (1) a music testing program in which the goal is to select a battery of tests; (2) a music activities program to include creative, educational, recreational, and manipulative activities for individuals and groups; (3) functional music program to meet specific emotional and physical needs of clients. Distinguishing between music activity and music therapy, and between the effect of music and the interpersonal relations of the therapist and client has proved difficult in evaluation.
The use of music in alleviating immediate and long-range psychological problems is being observed. The diagnostic values of music therapy are being explored. The transfer of rhythm training to travel training may be a phase of experimentation. The period of observation for each client is the average three-month stay at the Center. Progress is evaluated jointly by client and therapist. Data does not lend itself to quantification. Final report will be descriptive, supported by case studies, and will contain background chapters of orientation to music therapy in rehabilitation. (From: informal report)
Reference: Research and Demonstrations in Progress Related Rehabilitation Counselor Education. James Herrick Hall, Ed. D. and

Jacob O. Bach, Ph.D., April 1, 1958 issue. Rehabilitation Counselor Education Research, 1025 Vermont Avenue, N.W., Washington 5, D.C.

10. Title: "Some Correlates of Distortion in the Perception of Blindness".

Purpose: The purpose of this Ph.D. project is to determine the relationship between aspects of self-concept, adjustment to blindness, and certain situational factors, on the one hand, and distortion in perception of degree of self-blindness, on the other hand.

Three times, blind subjects were given a list of descriptive words and asked to indicate which words describe sighted self, present self, and ideal person. The Fitting Adjustment to Blindness Scale and Perceived Severity of Blindness Scale were also administered. Perceived Severity scores are compared to Objective Severity classification to yield distortion ratings. Correlation coefficient between distortion and dependent variables is evaluated.

(From CRA Inventory)

Reference: Research and Demonstrations in Progress Related Rehabilitation Counselor Education. James Herrick Hall, Ed.D. and Jacob O. Bach, Ph.D., April 1, 1958 issue. Rehabilitation Counselor Education Research, 1025 Vermont Avenue, N.W., Washington 5, D.C.

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Hurlin, Ralph G. "Estimated Prevalence of Blindness in the United States," The New Outlook for the Blind, 47:7:189-196, September, 1953.

Dr. Hurlin brings up to date, as of July, 1952, estimates and trends in statistics on blindness. Special reference is made to the North Carolina Census of Blind Persons, which is based on actual count. These estimates are necessary in evaluating effectiveness of preventive measures and in planning programs of assistance and service.

Irwin, Robert B. As I Saw It. New York: American Foundation for the Blind 1955.

Jastrow, J. "Psychological Notes on Helen Keller," Psychological Review, I:356-362, 1894.

Report of tests and measurements made on Helen Keller relating to her powers of touch and movement, her susceptibility to pain, and the quickness and scope of her reactions to more complex processes. With the aid of Miss Sullivan, Helen Keller was also given a series of memory tests. (Lende)

Jnr., Lech. Conceito de Cetueria. (Concept of blindness) Arq. Inst. Penido Burnier, 1952, 9:19-37

Psychological Abstracts, 28: Nos. 9-10, September--October, 1954.

The author describes four types of blindness: total, economic, professional, and educational. Evaluation of each type is made from a study of visual acuity, visual field and binocular vision. (Courtesy of Ophthalmological Literature)

Jobe, Fred W. "The Structure and Function of the Visual Mechanism," Supplementary Educational Monographs, 77:123-128, 1953.

Psychological Abstracts, 32:1, February, 1958.

The topic is presented in a form to provide a background of understanding for school personnel. (M. Murphy)

Johns, Helen. "Readers Without Sight," Library Journal, 79:17:1715-1718, October 1, 1954.

Jones, Robert C. "Collaboration of Social Scientists and Social Practitioners in the Solution of Social Problems," Journal of Educational Sociology, 27:5:235-240, January, 1954. Sociological Abstracts, 3:3, July, 1955.

Social scientists and practitioners have few organizations in which they meet to discuss common problems and interests and many hold that the use to which their findings are put is of no concern to them. Some difficulties have been avoided by separating social science and social work, but support of social science projects has sometimes been withheld because practical needs have not been met.

Joyce, James M. "Social Work Courses for Psychologists," The American Psychologist, 12:1 January, 1957.

Kessler, Henry H. Rehabilitation of the Physically Handicapped. (2nd Ed.) New York: Columbia University Press, 1953.

Psychological Abstracts, 28:3-4, March-April, 1954.

This revised edition (see 22:2178) contains much new material on the rehabilitation of wounded veterans, on vocational guidance, and on vocational training and placement. Developments since 1947 in rehabilitation programs are described. Recent statistics are cited. More than 100 major non-sectarian national centers and agencies for the handicapped are listed. (A.J. Sprow)

Klein, Philip, and Ida C. Merriam. The Contributions of Research to Social Work. New York: American Association of Social Workers, 1948.

Klinkhart, Emily J. "Some Observations on Work for the Blind in the U.S.S.R.," New Outlook for the Blind, 52:10:386-389, December, 1958. Rehabilitation Literature, XX:2, February, 1959.

An account of the author's visit to three of the 15 republics in Russia and her observations on research for the blind being conducted there, educational provisions for the blind and deaf-blind, and the employment possibilities for this group of the handicapped.

Kupfer, C. "Treatment of Amblyopia ex Anopsia in Adults," American Journal of Ophthalmology, 3:918-922, 1957. (Axelrod)

Lederer, Henry D. "How the Sick View their World," Journal of Social Issues, 8:4:4-15, 1952. Sociological Abstracts, 2:2, April, 1954.

There are three main time periods in the responses of the sick to illness, each with a characteristic orientation. (1) In the transition period from health to illness, the patterns of response may be: (a) typical reactions to anxiety, i.e., allaying it by ignoring the threat, aggressiveness, passivity, stress on continued routine, high activity level; (b) guilt-in some areas when the symptoms are stemming from the folk tradition of illness as punishment for sin; (c) shame when the symptoms are interpreted as a disgrace to the family; and (d) positive acceptance-in certain neurotic patients.

Lende, Helga. Books About the Blind: a Bibliographical Guide to Literature Relating to Blindness. New York: American Foundation for the Blind, 1953.

Lenfume, Fernande. "Un Service de reclassement professionnel des déficients," (A service of professional reclassification of the physically handicapped, Bulletin du Centre. Psychological Abstracts, 27:3, March, 1953.

Long, Elinor H., and Mae Davidow. "Group Dynamics: A New Approach to Instruction and Its Practicability in the Education of the Blind," Outlook for the Blind, 44:217-226, October, 1950

Lowenfeld, Berthold, "Psychological Aspects of Blindness," Outlook for the Blind, XLI:2:31-36, February, 1947.

Lowenfeld, Berthold. "A Psychological Approach to Blindness," Journal of Exceptional Children, XVI:1:191-6, October, 1949.

Lowenfeld, Viktor. "Psycho-aesthetic Implications of the Art of the Blind," Journal of Aesthetics and Art Criticism, 10:1-9, 1951. Psychological Abstracts, 27:3, March, 1953.

The author discusses art for the blind from two different approaches: (1) what are the specific attributes of the art of the blind? and (2) what psycho-aesthetic implications result from it for the world of the normal-sighted? Two creative types described are psychological, in both the blind and the sighted; they exist independently of physiological factors. Three developmental stages observed by the author in working with the blind in sculpturing as well as in painting are: (1) the stage of self-confrontation, (2)

of structural discovery, and (3) of variation of structural symbols. (Courtesy of Bulletin on Current Literature...; Handicapped)

MacGregor, Frances Cooke. "Some Psycho-Social Problems Associated with Facial Deformities," Amer. Soc. Review, 16, 1951. 629-638
Psychological Abstracts, 27:2, February, 1953.

Maloney, Elizabeth M. "Social Casework Approach to the Visually Handicapped Client," New Outlook for the Blind, 50:4:129-131, April, 1956.

Marshall, Gertrude McA. "A Survey of Work for the Blind in Texas, 1948," Theses and Dissertations Related to Rehabilitation Counselor Education, Code 1089, April 1, 1958.

Marks, Anna S. and Robert A. Marks. "Teaching the Blind Script-Writing by the Marks Method." New York: American Foundation for the Blind, 1954.

Matarazzo, Joseph D. "Comprehensive Medicine: A New Era in Medical Education, Human Organization, 14:1:4-9, Spring, 1955.

Matson, Floyd W. "Social Welfare and Personal Liberty: The Problem of Casework," Social Research, 22:3:253-274, September, 1955
Sociological Abstracts: 2, April, 1956.

Social welfare has a goal that has not yet been met. This goal is to "organize the resources of the family, community, and the nation toward the goal of releasing the full creative capacities of all people and guaranteeing the exploitation and exclusion of none." From the historical beginnings of social casework to the present, its philosophy has not been adequate. Social casework has proceeded up to the present time in the direction of forcing social welfare on many who prefer to be left alone, and viewing each recipient of social welfare as unadjusted incompetent. They attempt to be perfect, and make no attempt to reconstruct the environment. By forcing social welfare on those who do not seek it, caseworkers are violating the personal liberty of their clients. (S. Shively)

McGlothlin, W.J. "Social Work in the Advancing South," Social Work Journal, 34:3:99-104, July, 1953.
Sociological Abstracts, 2:1, January, 1954.

The planter tradition in the South is being supplanted by a freer more mobile type of society. The doctrine of individualism conflicts with the ideas of a planter society and today the South lives in intellectual and emotional confusion. The task of the social worker is to combine individualism with community action. This must be done before social work can become publicly accepted along with other agencies. The second task is for social workers to be the South's conscience. The third task is to combine the best of the old with the best of the new and "then use our imaginations to invent needed devices in addition." (L.P. Chall)

Messinger, Sheldon L. "The Roles of the Criminal and the Sick in Modern Society and the Mechanisms for their Control." Abstracts of Papers Delivered at the Fifty-Second Annual Meeting of the Amer. Sociological Society, August 27-29, 1957. (Messinger worked with

Wilhelm Aubert, University of Oslo) Abstract not received).

Meyerson, Lee. "Special Disabilities." Annual Review of Psychology, 8:437-457, 1957,
Psychological Abstracts, 32:1, February, 1958.
..."parts of the following areas have been selected for review: general works or reviews that are relevant to more than one disability, blindness and impaired vision, deafness and impaired hearing, and crippling." The period covered is May 1, 1952 to May 30, 1956. (A.J. Sprow)

Meyerson, Lee. "Somatopsychological Significance of Impaired Vision." In Roger Barker's Adjustment of Physical Handicap and Illness: A Survey of the Social Psychology of Physique and Disability. New York: Social Science Research Council, 1953.

Extensive bibliography. Surveys the existing literature on the social behavior and personality of the visually handicapped and summarizes research studies relating thereto.

Meyerson, Lee. "The Visually Handicapped," Review of Educational Research, 23:5:476-491, December, 1953.

Mosiman, Edison. "The Blind Mendicant from the Point of View of the Social Worker," Proceedings of the Twelfth Biennial Convention of the American Association of Workers for the Blind. Atlantic City, New Jersey: 1927. pp.83-86.

A case history of a blind beggar is used to illustrate the social worker's viewpoint. Begging on the part of the blind should be entirely unnecessary if proper means are found to keep the blind away from the lure of mendicancy. Indiscriminate giving on the part of the public is one of the difficulties met with. (Lende)

Murkejee, Radhakamal. "Address on Definition and Ideal of Social Work," Indian Journal of Social Work, 15-4:241-247, March, 1955. Sociological Abstracts, 4:3, July, 1956.

Social work is as ancient as society itself. The connotation of social work or social welfare has been different in different countries according to the state of social or economic development. Social work comprises the entire body of public and voluntary welfare activities that seek to assure every citizen a desirable minimum standard of living, freedom and security.

Murphy, Viva, "Social Services in Australia," Marriage and Family Living, 17:3:205-207. August, 1955. Sociological Abstracts, 4:3, July, 1956.

Social justice and welfare have been very important in federal and state government since 1901. Australia's Social Security Programme includes: Age Pensions, Invalid Pensions, Widow's Pensions, Child Endowment, Maternity Allowance, Unemployment and Sickness Benefits, Rehabilitation Programme, and National Health Scheme. "The Australian democracy has come to look upon the State as a vast public utility, whose duty is to provide the greatest happiness for the greatest numbers." (D.E. DeGroot)

Nafe, J.P., and K.S. Wagoner. "The Nature of Pressure Adaptation," Journal of General Psychology, 25:323-351, 1941. (Axelrod)

Paidouse, E. "Espaideuse ton tuflon," (Education of the Blind), Current Sociology, IV:2-3, 1955.

Pascal, Joseph I. "The Changing Attitude Towards the Blind and The Partially Sighted," American Optometrist, 31:319-324, 1954. Psychological Abstracts, 29:2, April, 1955.

Modern methods of rehabilitation of the visually handicapped are changing attitudes toward this group. (D. Shaad)

Plata, J. "El tacto de los ciegos en la version material de composiciones figurativas mentales." (The tactile sense of the blind in the making of physical models of mental images), Revista de Psicología General y Aplicada, 10:547-569, 1955. Psychological Abstracts, 32:2, April, 1958.

Plata, J. "Sobre la relacion entre los conocimientos senso-tactiles del ciego y los opticotactiles del vidente." Psicotecnia, 3:337-362, 1942.

An investigation of the relation between the tactial cognition of the blind and the visual-tactual cognition of seeing persons. Two thousand normal subjects of both sexes and 387 blind subjects, mostly adolescents were used in the experiment. (Lende)

Plata, J. "La sensibilidad tactil de los ciegos en relacion con la de los videntes," Psicotecnia, 2:158-175, 1941.

The tactual sensitivity of the blind compared with that of seeing persons. About 5000 subjects of whom 450 were blind were used in this study. Results indicate that among children up to 14 years the seeing are superior to the blind; among adults, tactual sensitivity increases in the blind and diminishes in seeing persons. (Lende)

Plata, J. "La capacidad de los ciegos para la sintesis imaginativa espacial," Revista de Psicologica General y Aplicada, Madrid, 3:235-265 1948.

The capacity of the blind for imaginative spacial analysis. Six groups of blind and seeing subjects totalling 1500 participated in two experiments. (Lende)

Polyak, S.L. The Retina. Chicago: University of Chicago, 1941. (Axelrod)

Postman, L., J.S. Bruner, and E. McGuinness. "Personal Values as Selective Factors in Perception," Journal of Abnormal Social Psychology, 43:142-154, 1948.

Preston, Malcolm G., and Emily H. Mudd. "Research and Service in Social Work: Conditions for a Stable Union," Social Work, 1:1:34-40, January, 1956.

Socialogical Abstracts, 5, Quarterly, January-October, 1957.

Raskin, Nathaniel J., and Marian F. Weller. "Current Research in Work for the Blind." New York: American Foundation for the Blind, 1953. Psychological Abstracts, 28:5-6, May-June, 1954.

A survey of current research on the blind which indicates that investigations on the adjustment of the blind and on psychological development are at present the principal areas of interest. Seventeen studies in progress are described in detail and related to past research. Also studies on intelligence, achievement, aptitude and trade tests; on the education of the blind; on vocational experiences of blind persons; on facial vision; and other non-psychological problems are reported. Areas which are not being currently investigated are discussed. Twenty-four references (B. Lowenfeld)

Razran, Gregory. "Soviet Psychology and Psychophysiology," This article is based on an address delivered at the Social Relations Colloquium of Harvard University, February 28, 1958.

Read, Margaret. "Attitude Towards Health and Disease Among Preliterate Peoples," Health Education Journal, 6:2:166-172, London: Central Council for Health Education, October, 1948.

Dr. Read discusses briefly three criteria of "positive health" which she found inherent in the thinking and beliefs of the African tribes with whom she worked: the possession of physical strength and endurance; the reproductive capacity (the ability to beget and bear living children); and a general sense of well-being, which includes psychological adjustment as well as physical fitness.

Richardson, Clarence V. "Aids for Good Mobility in the Blind," International Journal for the Education of the Blind, 8:1:1-11, October, 1958.

Ritter, Charles G. Technical Research and Blindness: Some Recent Trends and Developments. New York: American Foundation for the Blind, 1956. Psychological Abstracts, 31:1, February, 1957.

An attempt to describe and evaluate how modern scientific achievements influenced and may in the future influence various areas in which the blind need special aids. Developments are discussed in the following fields: braille, talking books, reading machines, optical aids, guidance-devices, study aids, aids in daily living, homemaking aids, work aids, recreational aids, prosthetic and medical aids. (B. Lowenfeld)

Ritter, Charles G. "Questions and Answers on Low Vision," New Outlook for the Blind, 51:10:446-53, December, 1957.

Information on special aids and appliances - corrective glasses, magnifying lens, telescopic spectacles, and projection readers - and how they can help to meet the individual person's needs.

Robinson, M.S., and H.A. Wood. "Economic Security in the 20th Century," New Outlook for the Blind, 49:124-31, April, 1955.

Rcemer, Milton J. "Relationship of Social Medicine to the Social Sciences," Journal of the Association of American Medical Colleges, 23:324-329, September, 1948. American Sociological Review, 22:1, February, 1957.

Rose, Arnold M. Race, Prejudice and Discrimination. New York: Alfred A. Knopf, 1951.

Rothstein, Jerome H. Classified Bibliography: Guidance and Clinical Diagnosis of the Handicapped. San Francisco, California: S. n Francisco State College, Division of Education, Special Education Department, 1952. 63p. (Mimeo.)

Psychological Abstracts, 27:4: April, 1953.

Nine hundred and twenty-two-item bibliography arranged under headings of general reference counseling, testing, educational and vocational training and employment. (A.J. Sprow)

Rouse, D.L., and P. Worcheil. "Veering Tendency in the Blind," New Outlook for the Blind, 49, 115-119, 1955.
Psychological Abstracts, 30:6, December, 1956.

Rusalem, Herbert. "Industrial Home for the Blind Optical Aids Survey," New Outlook for the Blind, 51:10, December, 1957.

The optometric reports of the total sample of 500 cases indicated that 68 per cent were provided with optical aids which gave them increased visual acuity. Eighteen percent could not be benefitted because their eyes were too badly damaged for the lenses to be effective. Fourteen per cent could have benefitted, but could not adapt to the use of the aids prescribed.

Rusalem, Herbert. "The Environmental Supports of Public Attitudes Toward the Blind," Outlook for the Blind, xLIV:10:277-288, 1950.

To a group of 130 graduate students was distributed a questionnaire consisting of sixty statements which have been noted either in the literature or in casual conversation as allegedly being characteristic of the blind as a group. The responses are analyzed and tabulated. (Lende)

Ryan, T.A. "Interrelations of the Sensory Systems in Perception," Psychological Bulletin, 37:659-698, 1940. (Axelrod)

Russell, J.E. National Policies for Education, Health and Social Services. Garden City, New York: Doubleday. International Bibliography of Sociology, V, 1955.

Sackville-West, Victoria Mary. The Dragon in Shallow Waters. New York: G.P. Putnam's Sons, 1922. (Gowman)

Salmon, Peter J. "Improving Vision Among the Blind," Sight-Saving Review, 23:3:136-138, 1953.

Psychological Abstracts, 29:1, February, 1955.

"About 50 per cent of the persons classified as blind have some remaining sight. Studies show that their vision can often be im-

Proved through the use of special optical aids and color schemes that provide good contrast." A lighting system, combined with proper painted surfaces at the Industrial Home for the Blind has proved highly satisfactory, for industrial purposes. A complete program of medical care at the Home educates clients in better use of their remaining vision, plans a program of work and living for each client, and suggests any possible correction of eye aids. (Courtesy of Bull.Curr. Lit.....Handicapped).

Sanders, Barker S. "The Blind-Their Number and Characteristics," Social Security Bulletin, VI:10:10-26, October, 1943. (Gowman)

Schauer, Gerhard. "Motivation of Attitudes Toward Blindness," in Attitudes Toward Blindness. New York: American Foundation for the Blind, 1951.

The purpose of this paper is an attempt to investigate from the point of view of the psychiatrist the more deeply set motivations of attitudes which co-determine behavior towards blindness." (Lende)

Siegel, S. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill, 1956. (Underberg)

Simmons, Leo W., and Harold G. Wolff. Social Science in Medicine. New York: Russell Sage Foundation, 1954. American Sociological Review, 22:1, February, 1957.

Simpson, G.E. and J.M. Yinger. Racial and Cultural Minorities. New York: Harper and Brothers, 1953. (Gowman)

Snider, Arthur J. "Tranquilizers May Help in Blinding Disease," Science Digest, 41:65-6, April, 1957. (Inabinet)

"Socio-Cultural Approaches to Medical Care," Journal of Social Issues, 8, October, 1952. Entire Issue.

St. John, Francis R. Survey of Library Service for the Blind. New York: The American Foundation for the Blind, 1957. 134pp.

With funds provided by the Matilda Ziegler Foundation, a complete and comprehensive survey of the adequacy of library services for the blind was made possible. The author, chief librarian of the Brooklyn Public Library, directed the survey and prepared the report; prominent librarians in several regions of the United States aided the research.

A summary of the full-length report was prepared for the December, 1957, issue of New Outlook for the Blind by Helga Lende. (51: 10:466-472)

Stearns, Warren A. "Integration of Medical Science and Sociology," Journal of Nervous and Mental Disease, 103:612-625, June, 1946. American Sociological Review, 22:1, February, 1957.

Stromer, W.F. "Listening for Learning and Living," New Outlook for the Blind, 48:171-178, 1954.

Listening is part of a total communicative process involving language and non-language symbols. Practice in identifying non-language symbols, can be provided in the classroom. Listening to language sounds is a complex function, involving inter-personal relationships. Good listening involves attending actively to what other people say, including people who hold different views. Learning to listen unemotionally to a word like "blind" will help blind people to achieve a realistic self-acceptance. (N.J.Raskin)

Stroup, Herbert, "Methods of Teaching the Content of the Field of Social Work," Sociology and Social Research, 40:3:183-185, Jan.-Feb., 1956.

Sociological Abstracts, 5:2, April, 1957.

Methods used in teaching introductory courses in social work to 185 undergraduates are termed (1) historical, (2) personal and social needs, (3) biographic, (4) functional fields, (5) as a theory, and (6) as a profession.

Supa, M., M. Cotzin and K.M. Dallenbach. "Facial Vision: the Perception of Obstacles by the Blind," American Journal of Psychology, 57, 1944. pp. 133-183.

Theus, Ida M. "The Beginning of Education of the Negro Blind in Louisiana," 1945, Theses and Dissertations Related to Rehabilitation Counselor Education. Code 1739, April 1, 1958.

Twersky, Jacob. Blindness in Literature: Examples of Depiction and Attitudes. New York: American Foundation for the Blind, 1955. Rehabilitation Literature, 1950-1955.

U.S. Bureau of Labor Statistics. National Survey of Personnel Standards and Personnel Practices in Services for the Blind, 1955. Washington, D.C., The Bureau, 1956. 2v.

"This report, with its appendix, presents the findings of a nationwide survey of the personnel practices and standards of private and public agencies primarily engaged in rendering services to blind persons in the United States. It also covers the education, personal characteristics and work experience of the professional, administrative and technical staff members of those agencies. It was conducted by the Bureau of Labor Statistics for the American Foundation for the Blind, 15 West 16th Street, New York 11, New York.

At the request of the Foundation, preliminary findings were presented to the Thirtieth Annual Convention of the American Association of Workers for the Blind in Los Angeles on July 9 and 10, 1956." (Preface by Commissioner of Labor Statistics, Ewan Clague, United States Department of Labor)

U.S. Veterans Administration. "Developments in Reading Machines," The New Outlook for the Blind, 51:10, December, 1957

"As a result of the four conferences on reading machines for the blind sponsored by this office between 1954 and 1956, courses of action became quite crystallized. Research proposals were received from a number of groups and a small committee of consultants reviewed them in January 1957. Brief descriptions comprise this report."

U.S. Veterans Administration, Office of the Chief Medical Director, Department of Medicine and Surgery, "Guidelines for Therapies Involving Blindness," August 15, 1958.	
1. Fundamental Philosophy on which Program is Based.....	1
2. Primary Problems.....	2
3. Contrasting Functions of Hospitals with and without Special Facilities for the Blind.....	3
4. Management of Patients Losing Sight at Hospitals Having No Special Blind Rehabilitation Facilities.....	4
5. Management of Special Units for the Blind.....	7
6. Peculiarities of Pace in Evaluating Work of Blind Rehabilitation Therapist.....	8
7. Confines of Specific Blind Rehabilitation Therapy.....	9
8. General Outline of Method of Blind Rehabilitation Therapy for Patients at VA Hospital, Hines.....	10
9. Considerations in Special Programs other than Central Unit at VA Hospital, Hines.....	12
10. Evaluation of Blinded Patients.....	13
Appendix.....	15

Verwey-Jonker, Mrs. H. "Social Services in the Netherlands," Marriage and Family Living, 17:3:233-235, August, 1955.
Psychological Abstracts, 4:3, July, 1956.

Von Gerhardt, Ferdinand. Materialien zur Blindenpsychologie. Langensalza, Verlag von Wendt and Klauwell, 1917. (Gowman)

Von Schumann, Hans. "Die Gestorte Psychomotorik der Blinden, ihre Ursachen, Folgen und Überwindung." (Psychomotor disturbances of the blind, their causes, effects and control), Zeitschrift für Psychotherapie und Medizinische Psychologie, 6, 75-83, 1956.
Psychological Abstracts, 31:2, April, 1957.

Voorhees, Arthur L. "Attitudes of the Blind Toward Blindness," Proceedings of the Twenty-Third Convention of the American Association of Workers for the Blind, 1949. 65-67.

This paper is based on responses to a questionnaire. 340 persons replied. (Lende)

Wardwell, Walter I. "A Marginal Professional Role: The Chiropractor," Social Forces, 30:339-348, February, 1952. American Sociological Review, 22:1, February, 1957.

Waterhouse, Edward J. "Arithmetic Aids for the Blind," International Journal for the Education of the Blind, 5:2:25-29. 1955.
Psychological Abstracts, 30:6, December, 1956.

Wertheimer, Michael. "Hebb and Senden on the Role of Learning in Perception," American Journal of Psychology, 64:133-137, 1951. (Axelrod)

Wittkower, E.D. "The Emotional, Social, and Occupational Aspects of Disablement," Canadian Medical Association Journal, 73:371-376, 1955
Psychological Abstracts, 30:6, December, 1956.

Worcher, Philip. "Space Perception and Orientation in the Blind." Psychological Monographs, 65:15:1-28, 1951.
Review of Educational Research, XXIII:5. 1953.
The problems; the experiments; Experiment A, Tactual form perception; Experiment B, Tactual space relations; Experiment C. Space Orientation; General Summary and conclusions (Lende)

Young, Marjorie A.C. "The Partially Seeing-Psychological Aspects." New York: National Society for the Prevention of Blindness. 1953.

Visual impairments may not only affect the total personality development, but also impede the individual in adjusting to scholastic, social, and vocational situations.

Zahl, Paul. (ed.) Blindness. Princeton, New Jersey: Princeton University Press, 1950.

Zimbalist, Sidney E. "Major Trends in Social Work Research," Theses and Dissertations Related to Rehabilitation Counselor Education, Code 22298, April 1, 1958.

Zuckerman, Carl B. and Irvin Rock. "A Reappraisal of the Roles of Past Experience and Innate Organizing Processes in Visual Perception," Psychological Bulletin, 54:4, July, 1957.

CHAPTER FOUR

THE ADULT BLIND

The adult blind is the content category in this compilation that is concerned with (a) adult vocational and personal reorganization, (b) blinded veterans and (c) the aged blind. Excluded from the category (and therefore recommended as cross references) are (1) the more technical aspects of psychological testing, (2) adjustment and education of blind children and blind children's sighted parents, siblings, or social contacts, and (3) the deaf-blind. Within the category there is a considerable amount of interdependence of topics, so that vocational problems of veterans and the aged concern all sections of the listings.

Table 19 summarizes the characteristics of this category. As has been noted previously (18), vocational and personal adjustment to blindness has been one of the oldest fields of inquiry, resulting in a relatively large number of more extensive publications, like books, monographs and dissertations. Articles (as in other categories) are predominantly of less than ten pages in length.

The projects listed in this category include many demonstration projects, such as one in Alabama whose purpose is "to demonstrate that development of an organized marketing program can increase employment opportunities for the homebound disabled" and another in Georgia whose purpose is "to expand employment opportunities for the blind by determining and demonstrating the greenhouse and nursery jobs that the blind can be trained to do." It is problematical that the findings of any one such demonstration projects will be written up, reproduced and distributed, such as a research project is likely to be. So reported, the demonstration project could be a valuable research aid.

The number of projects related to rather than directly on blindness is rather large, due to the inclusion of projects with rehabilitation services as their focus instead of specific services to blind persons. One such project's purpose is "to evaluate the effectiveness of a centralized referral service in a large urban community as a means of facilitating rehabilitation of the disabled." Whether or not "the disabled" include blind persons cannot be ascertained from this (and similar) project summaries; it can only be assumed that the scope of the project, nevertheless, is of interest to research on the adult blind.

Also among the projects reported here are some projects on travel for the adult blind. In the previous chapter reference to mobility was meant to cover young as well as adult persons. The comments in that chapter are also applicable to this chapter. In general, a broader approach to guidance devices and development of auditory acuity needs to be taken. Research should be undertaken as a general policy matter,

(18) See Table 2, Table 3, Table 7, Tables 13-15.

not just as an aid to the adult blind. Also closer coordination on the human engineering aspects of technological research on reading probes, guidance devices and optical aids should take place.

TABLE 19

Characteristics of Items on the Adult Blind:

A. Vocational and Personal Reorganization

	<u>Projects</u>			<u>Publications</u>					
	Books	Monographs	Dissertations	Articles	Articles	Books	Monographs	Dissertations	Articles
Direct	19	1	0	3	18	8	7	20	37
Related	14	10	2	1	9	3	10	13	28
TOTAL	33	11	2	4	27	11	17	33	68
								75	26

B. Blinded Veterans

Direct	3	0	3	1	4	0	3	3	2	4	1
Related	0	0	0	0	0	0	1	2	0	1	1
TOTAL	3	0	3	1	4	0	4	5	2	5	2

C. Aged Blind

Direct	1	0	0	0	0	0	1	5	12	15	2
Related	1	0	2	0	1	0	0	7	13	16	4
TOTAL	2	0	2	0	1	0	1	12	25	31	1

TOTAL ADULT

Direct	23	1	3	4	22	8	11	28	51	66	13
Related	15	10	4	1	10	3	11	22	44	45	21
Sub Sotal		11	7	5	32	11	22	50	95	111	34
TOTAL	38		18	37	37		33		145		145

Total Publications: -52:70, 453:140 Direct: 125, Related: 85

The great bulk of the research publications in this category are concerned with vocational personal reorganization of blind persons. In this field the books listed in this compilation are primarily "classics" on related problems of personal adjustment, such as Dollard et al on Frustration and Aggression-(1950), Sullivan's Conceptions of Modern Psychiatry (1947) and Durkheim's Division of Labor in Society (trans. 1949). These and other similar books are included to indicate an as yet unrealized potential of social research on blindness: the social aspects of adjustment to blindness. Emphasis in the past (as exemplified

in the monographs listed in this compilation) has been on individual personal adjustment (19) with little or no direct concern with the social institutions(family, school, job setting) that affect the blind person. Also included here for the same reason of enlarging the scope of inquiry of adjustment and reorganization problems are several recent dissertations in social psychology, such as Grip's Social Perception and Role Performance (1957) and McCormack's The Relationship of Self Perception to Personal Adjustment (1957). This same wider concept of personal reorganization and integration accounts for many of the articles listed as of relevance to research on blindness. In general, the more traditional concept of individual personal and vocational adjustment has been set forth in the shorter articles, monographs and dissertations (in that order). The wider concept of vocational and personal reorganization is suggested mainly in books, dissertations and articles (in that order).

For the estimated 2,000 blinded veterans, the existing research literature seems quite adequate with recent books, monographs and dissertations well represented. More important, two definitive works have ably set forth the wider social approach to problems in this area: the V.A. book War-Blinded Veterans in a Postwar Setting (1958) and Gowman's The War Blind in American Social Structure (1957). Because these books have ably delimited areas of research and because of the enlightened policies of the Veterans Administration in diagnosis and therapy of the needs of the entire patient, social research on blinded veterans can rightfully be called the present pace-setter for the entire field of social research on blindness. Further longitudinal studies of service-connected blinded veterans as well as nonservice connected veterans who become blind are needed to keep information current and to serve as models to other research on blindness. Also studies of the relationship of disability compensation payments to personal motivation, initiative, and incentive would be most valuable.

The status of social research on the aged blind presents an almost diametrically opposed picture. There are no definitive books or monographs on the aged blind, one master's thesis represents recent academic work, and the large majority of the articles concerned are less than 10 pages in length. The aged blind have unfortunately been considered primarily as geriatric patients and not of concern to research on blindness. The short-sightedness of this approach seems the more apparent when it is considered that at least 150,000 aged blind exist today (about whom very little is known), that the number increases at a steady rate annually, and that by surgery and optical aids many turning blind might have some useful sight saved. A minimum research program for the aged blind should include a social statistics program and projects on better motivation of elderly patients to accept surgery and /or optical aids. Pilot projects on the importance of ophthalmologists' attitudes toward diagnosis, treatment and motivation of their patients are being undertaken and should be followed up with definitive studies.

(19) See particularly the 123 item bibliography of Bauman's Adjustment to Blindness and discussion in Raskin's Current Research on Work for the Blind.

In summary, the adult blind category presents a very mixed picture. Social research on blinded veterans is quite adequate and needs to be continued; social research on the aged blind is quite inadequate and needs to be started; social research on vocational and personal reorganization is barely adequate in a widened social adjustment and personal reorganization concept, this latter needing to be undertaken more extensively.

Research Projects

11. Purpose: To demonstrate the benefits of coordinating the services of the State vocational rehabilitation agency and the agricultural agencies in rehabilitating the blind farmer.
Investigator: B.Q. Scruggs
Conducted BY: Alabama Institute for Deaf and Blind, P.O. Drawer 268, Talladega, Alabama.
Fiscal Year Initiated: 1957
Duration of Project: 3 years

12. Purpose: To demonstrate that development of an organized marketing program can increase employment opportunities for the homebound disabled.
Investigator: W.H. Harrison
Conducted By: Alabama Society for Crippled Children and Adults, 472 South Lawrence Street, Montgomery, Alabama
Fiscal Year Initiated: 1956
Duration of Project: 4 years

13. Purpose: To assist in making selected technical material for use in the vocational rehabilitation of the blind.
Investigator: M. Robert Barnett
Conducted By: American Foundation for the Blind, 15 West 16th St., New York 11, New York
Fiscal Year Initiated: 1958
Duration of Project: 1 Year

14. Purpose: To define the nature and scope of research needs in the vocational rehabilitation of speech and hearing.
Investigator: Kenneth O. Johnson, Ph.D.
Conducted By: American Speech and Hearing Association, 1001 Conn. Avenue, N.W. Washington 6, D.C.
Fiscal Year Initiated: 1958
Duration of Project: 1 year

15. Title: "Comparative Study of Factors Motivating Handicapped and Nonhandicapped People Towards Independence in Several Types of Urban Neighborhoods"
Investigator: Edward B. Olds
Conducted By: Baltimore Council of Social Agencies, 22 Light Street, Baltimore 2, Maryland

16. Purpose: To study the effectiveness of adjustment training programs of varying lengths for the adult blind.
Investigator: Gordon B. Connor, Ed. D.
Conducted By: Catholic Guild for the Blind, 65 Franklin Street, Boston 10, Massachusetts
Fiscal Year Initiated: 1958
Duration of Project: 3 years

17. Purpose: To evaluate the effectiveness of a centralized referral service in a large urban community as a means of facilitating rehabilitation of the disabled.
Investigator: William F. Sprenger
Conducted By: Central Rehabilitation Referral Services, Inc., 7th and Delancey Streets, Philadelphia 6, Pa.
Fiscal Year Initiated: 1957
Duration of Project: 2 years

18. Title: "Optical Aids Service"
Conducted By: The Chicago Lighthouse for the Blind, Chicago, Ill.
Supporting Agency: Wieboldt Foundation

19. Purpose: To explore the extent to which adjustment to blindness can be accelerated by bringing the hearing of newly blinded persons to the highest degree of usefulness.
Investigator: Allen W. Sherman
Conducted By: Cleveland Society for the Blind, 1958 East Ninety-Third Street, Cleveland, Ohio
Fiscal Year Initiated: 1957
Duration of Project: 2 years

20. Title: "Survey of Employers' Policies and Practices with Reference to Physically Impaired Employees"
Conducted By: Federation Employment and Guidance Service, Research Department, New York City.

Investigators: Dr. Abram J. Jaffe, Columbia University; Dr. Josephine J. Williams, Sociology

Financed by: Office of Vocational Rehabilitation and Federation Employment and Guidance Service, Washington, D.C.
Purpose: The problem is to survey employers' practices and policies, and the reasons for these practices and policies, with reference to retaining employees who develop physical impairments and hiring persons known to be physically impaired, with special emphasis given to epilepsy, cerebral palsy, industrial blindness, cardiac diseases, and orthopedic problems.

The project analyzes interviews obtained in a random sample of personnel men and industrial physicians in selected industries employing more than 25 persons in the five boroughs of New York City, supplemented by data obtained from company records and from published sources.

21. Purpose: To determine the benefits of a complete rehabilitation program for all disabled residents based on careful survey and analysis of need, and the provision of the necessary rehabilitation services.

Investigator: W.D. Bryant, Ph.D

Conducted By: Community Studies, Inc., 724 Railway Building, 705 Walnut Street, Kansas City 6, Missouri

Fiscal Year Initiated: 1955

Duration of Project: 3 years

22. Purpose: To demonstrate that a larger number of severely disabled persons can be rehabilitated through establishing physical medicine and rehabilitation services as a part of a program of a sheltered workshop.

Investigator: W. Harold Snape

Conducted By: Davis Memorial Goodwill Industries, 1218 New Hampshire Avenue, N.W. Washington, D.C.

Fiscal Year Initiated: 1956

Duration of Project: 4 Years

23: Title: "A Follow-up Study of Vocational Rehabilitation with the Visually Handicapped"

Purpose: The purpose of the Ph.D. study is to investigate various factors which the literature suggests are crucial (such as age at onset of disability, educational background, father's occupation, etc.) in the successful rehabilitation of visually impaired persons.

The methodology to be employed involves a longitudinal study of clients who have been adjudged successfully rehabilitated by the State Vocational Rehabilitation Service for the Blind in a given year. The plan is to follow-up this group four or five years after they have been adjudged successfully rehabilitated, and relate the degree of personal, social, and economic adjustment they have achieved by the time of follow-up to the hypothesized crucial variables mentioned above. The Pearson Product Moment and Point Biserial Correlation techniques, depending on the peculiar characters of the several variables, will be employed to determine the statistical significance of these hypothesized crucial variables.

It is unlikely that the general hypothesis would not be confirmed since so much of present thought sustains it. However, if such were the case, a re-examination of the whole process of vocational development, as we understand it, would be suggested.

If the findings confirm the general and some of the specific hypotheses, this will provide the rehabilitation counselor with a useful framework or guidepost to better aid at least his visually impaired clients in their vocational rehabilitation. However, recent

findings in the areas of self-concept and job satisfaction as related to disability implications for other disabled persons as well as the visually impaired.

Investigator: Norman de Moose
Conducted by: Columbia University, Teachers College, Department of Psychological Foundations and Services

24. Purpose: To identify the specific roadblocks to employment of disabled persons through a study of the relationships between employer policies and hiring practices.

Investigator: Roland Baxt
Conducted by: Federation Employment and Guidance Service, 42 East 41st Street, New York, New York.

Year Initiated: 1955
Duration: Three years

25. Purpose: To test the value of an electronic cane as an aid in assisting blind persons in independent travel.

Investigator: Wallace E. Frank
Conducted by: Franklin Institute, 20th Street and the Parkway, Philadelphia, Pennsylvania
Fiscal Year Initiated: 1957

26. Purpose: To expand employment opportunities for the blind by determining and demonstrating the greenhouse and nursery jobs that the blind can be trained to do.

Investigator: P.G. Nelms, Superintendent, Academy for the Blind
Conducted by: Georgia Division of Vocational Rehabilitation, State Office Building, Atlanta 3, Georgia
Fiscal Year Initiated: 1955
Duration: Three years

27. Title: "Relocation and Mental Health Adaptation Under Stress"
Investigators: E. Lindemann and G. Caplan
Conducted by: National Science Foundation, Washington 25, D.C.
(Government Sponsored and Government Supported Research Social Sciences and Interdisciplinary Areas, March 31, 1958

28. Purpose: To expand job opportunities for the disabled by demonstrating on-the-job that the disabled can successfully utilize complex production machines.

Investigator: Henry Viscardi, Jr.
Fiscal Year Initiated: 1957
Duration of Project: Two years
Conducted by: Human Resources Corporation, 59 Hempstead Gardens Drive, West Hempstead, New York

29. Title: "The Music Therapy in the Rehabilitation of the Adult Blind; a Research Project Report"
Investigator: Robert K. Unkefer

Purpose: Louis S. Cholden, M.D. Consulting Psychiatrist at the Center at the time of his death--to whom this report is dedicated--had successfully developed the use of group therapy begun in 1952, a research project to evaluate the effectiveness of music therapy in rehabilitation of the blind was instituted in 1954. The two-year demonstration program was made possible by a grant from the U.S. Office of Vocational Rehabilitation. The project is reported in detail and 6 case histories illustrate the function of the music therapist at the Center. The report is reviewed critically in New Outlook for the Blind, September, 1958, p.275-277, by Dr. Herbert Rusalem.

Conducted by: Topeka, Services for the Blind, State Department of Social Welfare, Kansas.

Reference: Rehabilitation Literature, XIX:10, October, 1958

30. Purpose: To develop an educational and informational film to facilitate increased use of a regional rehabilitation center for the blind.

Investigators: George W. England, Ph.D.; Lloyd H. Lofquist, Ph.D.

Conducted By: University of Minnesota, Industrial Relations Center, Minneapolis, Minnesota

Fiscal Year Initiated: 1958

Duration of Project: 2 years

31. Title: "Pilot Study of Industrial Homework in the State of Vermont"

Investigator: M. Roberta Townsend

Conducted By: National Industries for the Blind, 15 West 16th St. New York 11, New York

Reference: Department of Health, Education and Welfare, Office of Vocational Rehabilitation, Notice of Research and Demonstration Projects.

32. Title: "The Relationship of Attitudes and their Congruence to Home and Work Adjustment of the Disabled"

Investigators: Howard A. Rusk, M.D., Chairman, Department of Physical Medicine and Rehabilitation and Director, Institute of Physical Medicine and Rehabilitation, New York University-Bellevue Medical Center, Joseph G. Benton, Ph.D., M.D. Director of New York Regional Respirator and Rehabilitation Center; Associate Professor Department of Physical Medicine and Rehabilitation, Cynthia P. Deutsch, Ph.D. Psychologist New York Regional Respirator and Rehabilitation Center Instructor, Department of Physical Medicine and Rehabilitation..

33. Purpose: To determine factors which make for good work relationships and psychological adjustment of handicapped workers in a large industrial and in a sheltered workshop setting.

Investigator: J.S. Felton

Conducted By: Oklahoma University Medical Center, Oklahoma City, Oklahoma

Fiscal Year Initiated: 1957

Duration of Project: 2 years

34. Purpose: An investigation of the potentialities and abilities which are related to the vocational and occupational success of the blind.

Investigator: Joseph Tiffin, Ph.D.

Conducted By: Purdue Research Foundation, Purdue University, Lafayette, Indiana

Fiscal Year Initiated: 1957

Duration of Project: 3 years

35. Title: "Travel in the Rehabilitation of the Blind"

Purpose: To describe (1) the characteristics of blind persons able to use guide dogs effectively; (2) the potential number of such blind persons in the United States; (3) the influences bearing upon choice of guide dog; (4) institutional characteristics of guide dog schools related to rehabilitation; (5) implications for community interpretation and rehabilitative programs for blind persons.

Project: Predictive studies of successful and unsuccessful students at dog guide schools through statistical analysis of dog guide schools, interview study of approximately 500 blind persons in community, questionnaire studies of dog guide schools, agencies serving blind persons, case reading, analysis of statistics dealing with blind persons.

Investigators: Samuel Finestone, Associate Professor of Social Work Research; Fern Lowery, Research Social Work; Irving Lukoff, Research Sociologist; Martin Whiteman, Research Psychologist.

Conducted By: Research Center of the New York School of Social Work, 9 East 90th Street, New York 28, New York.

Financed By: The Seeing Eye, Inc. Morristown, New Jersey and Caspary Estates

Duration of Project: September 1956 - September 1958

36. Problem: Identify psycho-social factors in mobility of employed blind individuals

Purpose: Exploration interview material from a small sample of employed blind individuals in Greater Hartford area.
Descriptive analysis

Investigators: E.A. Reeves; V.S. Lewis

Conducted By: University of Connecticut School of Social Work, Health Information Foundation, 420 Lexington Avenue, New York 17, New York

Duration of Project: November, 1956 to May 1957

Publications: Available on inter-library loan from University of Connecticut, School of Social Work, Hartford, Conn.

37. Title: "Administrative Effectiveness and Prediction in Vocational Rehabilitation of Public Assistance Referrals"

Purpose: The study will cover the period from November 1, 1956 to December 1957, and will focus on two separate but related problems in vocational rehabilitation. The

first is whether or not referrals of disabled public assistance clients to counselors in an established demonstration project have led to more expeditious and effective treatment than referrals to counselors in the regular vocational rehabilitation organization. Using criteria determined in advance, this part of the study will compare and analyze data supplied by the Seattle Office of Vocational Rehabilitation that relate to both administrative processes and rehabilitative measures.

The second part of the study will be concerned with applying, comparing, and analyzing the results of a recently devised scale which assures dependency-independency characteristics of these same public assistance clients referred to the vocational rehabilitation office. The way in which the client describes himself will be compared with such factors as his disability, age, and the outcome of the rehabilitative effort. The purpose of such a test is to try to determine whether it might be used as a point of referral to further or refine the rehabilitative process.

It is also planned that both parts of the study will be tested for validity in a follow-up two years hence. All contact with clients will be made by current rehabilitation office personnel, and a report will be written for the state vocational rehabilitation office.

Investigators: Jack R. Parsons, Public Welfare Administration, Graduate School of Social Work; and William C. Fordyce, Clinical Psychology, Veterans Administration Hospital and Department of Psychiatry, University of Washington, School of Medicine.

Conducted By: University of Washington, Graduate School of Social Work; cooperating: King County (Washington) offices of the State Department of Public Assistance and the State Board of Vocational Education, Vocational Rehabilitation Division.

Financed By: Office of Vocational Rehabilitation and The University of Washington

38. Title: Optical Aids Clinic for Persons with Low Visual Acuity
Currently Classified as Blind, in order to Increase
their Opportunities for Employment

Investigators: Philip T. Shahan, Project Director, Washington University, St. Louis 5, Missouri; A.P. Jarrell, Project Director, Georgia Division of Vocational Rehabilitation (In cooperation with Grady Memorial Hospital), State Office Building, Atlanta 3, Georgia; Fred M. Wilson, M.D., Project Director, Indiana University Medical Center, Department of Ophthalmology, 100 West Michigan Street, Indianapolis 7, Indiana; R. Earl Barrett, Project Director, Pennsylvania Working Home for the Blind, 36th

and Lancaster Avenue, Philadelphia 4, Pennsylvania; Robert W. King, M.D., Project Director, Oklahoma Vocational Rehabilitation Division (In cooperation with University of Oklahoma Medical School) 1212 North Hudson, Oklahoma 3, Oklahoma; Carlton Phillips, M.D., Project Director, Grace-New Haven Community Hospital, 789 Howard Avenue, New Haven, Connecticut.

Duration of Project: 3 years with exception of Oklahoma Vocational Rehabilitation Division which has been approved for 2 years.

39. Purpose: To facilitate the vocational rehabilitation of unemployed blinded veterans of World War II and Korea by demonstrating the effect of maximum coordinated use of community resources.

Investigator: William W. Thompson, Ph.D.

Conducted By: Blinded Veterans Association, 3408 Wisconsin Avenue, N.W., Washington, D.C.

Fiscal Year Initiated: 1957

Duration of Project: 1 year

40. Title: "Dependency in the Physically Disabled"

Investigator: Lawrence Warn, M.A., Clinical Psychology Trainee

Conducted By: Veterans Administration Hospital, Sepulveda, Calif.

Reference: Notice of Research Project, Bio-Sciences Information Exchange, Smithsonian Institution

41. Title: "Supervision of the Visually Handicapped Psychology Trainee"

Investigator: Benjamin Fabrikant, Ph.D., Psychologist

Purpose: This is an attempt to evaluate the problems arising in the supervision and Performance of the totally blind trainee in a Veterans Administration Psychology Training Program. These problems include: (1) Acceptance by the trainee of his limitations. (2) Relationships between trainee and patients. (3) Relationships between trainee and supervisor (4) Development or adaptation of psychological tests and procedures for use by the blind trainee.

Conducted By: Veterans Administration, 3495 Bailey Avenue, Buffalo 15, New York

Reference: Notice of Research Project, Bio-Sciences, Information Exchange, Smithsonian Institution.

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The roles of social and parental attitudes, coupled with superstition and folklore are major determinants of children's and adult's negative reactions to disfigurement. A review of the few psychiatric and psychological studies available is followed by statements of remedial and preventive nature. The choice of plastic surgery advisedly requires psychiatric evaluation prior to operation. Thirteen references. (L.A. Pennington)

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Alger, Ian, and Howard A. Rusk, "The Rejection of Help by Some Disabled People," Archives of Physical Medicine, 36:277-281, 1955.

The problem of motivation, or lack of motivation was found to play an important role in certain patients rejecting help and trying to sabotage the rehabilitation program. In such situations it is felt that only when the psychological factors present in both the disabled patient and his therapist are understood, and adequately dealt with, can there be attainment of a realistic rehabilitation. (I. Neufeld.)

Allan, Alfred K. "Blind Farmers," Todays Health, August, 1957. New Outlook for the Blind, 51:9, November, 1957.

Altman, Anne, and Hanna Bauman. "Finding Jobs for the Blind," Employment Security Review, 22:9:9-12, 1955. Psychological Abstracts, 30:3, June, 1956.

Describes a demonstration project in New York City designed to answer the question, "How can the Employment Service improve its program for finding suitable employment for blind applicants?" During the first 10 months of the project 213 blind applicants were interviewed, 200 referrals were made, and 91 placements resulted. (S.L. Warren)

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Barnett, M. Robert. "Attitudes Toward the Blind," The New Outlook for the Blind, XLV:165-169, 1951.

Discusses public relation policies of an agency for the blind. (Lende)

Barron, Jules. "A Personality Study of Individuals with Seen and Unseen Physical Handicaps," Dissertation Abstracts, 12, 532-533, 1952. Psychological Abstracts, 27:7, July, 1953.

Bauman, Mary K. Adjustment to Blindness: A Study as Reported by the Committee to Study Adjustment to Blindness. Harrisburg, Pennsylvania: State Council for the Blind, 1954.

Psychological Abstracts, 29:3, June, 1955.

A total of 443 blind adults from six eastern states were divided into three groups, group A consisting of those employed and generally well adjusted, and group B not successful in employment, but otherwise generally well adjusted, and group C not successful in employment and generally poorly adjusted. They were compared in all kinds of personality characteristics, including those related to blindness, and in certain factors of social interaction. It was concluded that "no quality of vision, health, education, or family and social interaction has so much to do with adjustment as have the qualities measured by the Intelligence Quotient and personality inventory scores." (B. Lowenfeld.)

Bauman, Mary K. "Diagnostic Procedures in Rehabilitation of the Blind," Journal of Rehabilitation, 18:1:7-11, 1952.

Psychological Abstracts, 27:1, January, 1953.

A report on the study of 50 case records of blind clients to determine both the factors which lead to satisfactory outcomes and the areas of deficiency in knowledge which resulted in an unsatisfactory end result. Bauman found the greatest weaknesses in the psychological diagnosis of skills and in the consideration of motives of the client. On the other hand, socioeconomic background and vocational factors were generally considered adequately. The outcome has been the development of a form covering the essential diagnostic information which is now available for counselors who wish to make use of it. (M.A. Seidenfeld.)

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Blank, H. Robert. "Psychoanalytic Considerations for Professional Workers in the Prevention of Blindness," Social Casework, 36:319-324, 1955.

Psychological Abstracts, 30:3, June, 1956.

This paper considers the psychological factors to be considered in preventing personality problems from developing in people suffering from eye disorders. Specific cases are quoted to indicate how psychoanalytic principles can be applied to the understanding of personality problems involved in both organically induced as well as psychogenic cases of eye disorders. (L.B. Costin.)

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Bloss, Lola E. "Vocations of the Blind in Michigan as Related to the Educational Opportunities Offered at the Michigan School for the Blind," 1950, Theses and Dissertations Related to Rehabilitation Counselor Education, April 1, 1958.

Bogardus, E. "Stereotypes versus Sociotypes," Sociology and Social Research, XXXIV: 286-291, 1950.

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Describes principles and techniques basic in the placement field as they have been applied by the Detroit League for the Handicapped in its social and vocational rehabilitation program for the severely disabled. Defined for the duties, responsibilities, and qualifications of the placement specialist and the techniques to be employed in bringing worker and employer together when a suitable employment opportunity occurs.

Braverman, Sydell "The Psychological Roots of Attitudes Toward the Blind," in Attitudes Toward Blindness. New York: American Foundation for the Blind, 1951.

Investigates some of the more common attitudes toward the blind, and points to ways of enlightening the public. (Lende)

Brent, Sidney Z. "Personality Integration: A Concept of Rehabilitation of the Disabled," American Journal of Physical Medicine, 31:1:7-17, February, 1958.

The concept of the "whole person" must be recognized in planning rehabilitation treatment of the disabled; the author discusses variables which affect the disabled person's adjustment to disability and influence personality.

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Brooks, Alfred D. "A Study of 50 Adult Negro Blind in Atlanta, Georgia," 1946, Theses and Dissertations Related to Rehabilitation Counselor Education, April 1, 1958.

Buell, J. "Rehabilitation Status of Former Students of the California School for the Blind," New Outlook for the Blind, 49:169-173, 1955. Psychological Abstracts, 31:2, April, 1957.

The employment status of 199 students aged 16 or more who had left the California School for the Blind between 1940-1951 was

surveyed. Percentage-wise, data on the blind compare well with those for the sighted population. The percentage of skilled workers in the group was found to be somewhat less, and of semi-skilled and unskilled proportionately more, than for sighted workers. Implications of this employment picture are seen for the school curriculum.

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An aid for the counselor in analyzing rehabilitation needs of the blind person living on the farm and persons desiring to engage in farm activity in some capacity. It contains information on existing facilities, agencies, and organizations providing services to farmers, with a list of rural occupations in which blind and partially sighted persons have successfully engaged.

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This paper is being written so that two studies (listed below) which were published in psychological journals in 1957 can be made available to those workers with blind people who are not professional psychologist. The findings have to do with adjustment testing and personality factors of significance for workers in the field who may deal with these matters in trying to help their clients.

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This writer contends that many blind persons are forced to beg because of inability to secure work. Social agencies interested in the blind are criticized for their attitude to this question. (Lende)

Dunton, William Rush, Jr. "Mental State of the Blind," The American Journal of Insanity, LXV:1:103-112, July, 1908.

Data compiled by a physician on the reaction to incurable blindness acquired in adult life. (Lende)

Durkheim, Emile. The Division of Labor in Society. (translated by George Simpson). Glencoe, Illinois: Free Press, 1949. (Gowman)

Fink, Max. "Denial of Blindness Following Cerebral Angiography," Journal of Hillside Hospital, 5:238-245, 1956. Psychological Abstracts, 32:1, February, 1958.

Fitting, Edward A. Evaluation of Adjustment to Blindness. New York: American Foundation for the Blind, 1954. Psychological Abstracts, 29:3, June, 1955.

In order to develop an instrument to evaluate adjustment to blindness data were collected in nine state and private adjustment

centers from 155 cases including 63 Negroes. A scale of 42 of the original 90 items was administered. There was some evidence that white individuals from towns and cities and those who had work experience were better adjusted. In the case of Negroes it was indicated that single individuals and those who became blind under 20 years of age achieved better adjustment. The total group showed some evidence that individuals from homes in which there were blind members were less well adjusted than others. Of the 42 items 34 were retained for the scale as effective in evaluating adjustment.

Fitting, E.F. "Rehabilitation Status of Former Students," New Outlook for the Blind, 49:21-26, 1955.

Psychological Abstracts, 31:2, April, 1957.

Sixty graduates and 24 non-graduates of a residential school for the blind were compared, by means of a questionnaire, in the areas of marital status, social adjustment and vocational adjustment.

The group as a whole was restricted in activity, was economically deprived, experienced difficulty in emancipating itself from the home and in securing and holding jobs. More non-graduates married blind individuals and in general this group associated to a greater extent with blind people. In comparison with general blind population, a greater percentage of the study group required some financial help with the size of the grant tending to be smaller.

(N.J. Raskin)

Fitzsimmons, Margaret. "Treatment of Problems of Dependency Related to Permanent Physical Handicap," The Family, XXIII; 329-336, January, 1943.

Contains a detailed report of the case of a 32 year old man who lost his sight following an operation for brain tumor. (Lende)

French, Richard S. "Some Thoughts on Personality Problems and General Guidance," American Association of Instructors of the Blind, Thirty-Fourth Biennial Convention, 1938.

This paper includes suggestions for a social guidance program for the blind. (Lende)

Gage, N.L., and L.J. Cronbach. "Conceptual and Methodological Problems in Interpersonal Perception," Psychological Review, 62:411-422, 1955. (Underberg)

Garrett, James F. (Ed.) Psychological Aspects of Physical Disability. U.S. Government Printing Office, 1952.

Psychological Abstracts, 27:9, September, 1953.

This bulletin is prepared by 19 specialists and is presented in 14 chapters, each dealing with the psychological aspects of disabilities as met in certain physical conditions. Its aim is to provide a guide for rehabilitation workers. Each chapter is abstracted in this issue. (L.A. Pennington)

Gerundini, Gherardo. "La Reabilitazione dei Minorati Psico-Fisici.

(The Rehabilitation of the Psychologically and Physically Handicapped), Difesa Sociologie, 34:57-66, 1955.

Psychological Abstracts, 30:2, April, 1956.

Various types and degrees of physical handicap and their repercussions upon the psychological welfare of the worker are recognized and discussed. It is suggested that already existing agencies for rehabilitation of the handicapped augment their emergency and specialized services. To achieve this end, regional and rural centers for re-orientation and reinstatement of the handicapped to his community and occupation should be instituted. (L.L'Abate)

Graham, Earl C., and Marjorie M. Mullen. Rehabilitation Literature, 1950-1955. New York: The Blakiston Division, McGraw-Hill Book Company, Inc. 1956.

Granofsky, Jack. "Modification of Attitudes toward the Visibly Disabled: An Experimental Study of the Effectiveness of Social Contact in Producing a Modification of the Attitudes of Non-disabled Females toward Visibly Disabled Males." New York: the Author, 1955. Rehabilitation Literature, XIX:5, May, 1958.

Gravitz, Leonard. "Social Participation of Blind Adults," New Outlook for the Blind, 48:149-151, 1954. Psychological Abstracts, 29:6, December, 1955.

Greene, Ruth. "Rehabilitation Services in Connecticut," 1953, Theses and Dissertations Related to Rehabilitation Counselor Education, Code 680, April 1, 1958.

Grip, Jr, Carl Manfred. "Social Perception and Role Performance," Index to American Doctoral Dissertations, 1956-1957.

Gross, Neal, and Ward S. Mason. "Role Conceptualization and Empirical Complexities," unpublished manuscript. Cambridge, Massachusetts: Harvard University. (Gowman)

Gross, Rita. "The Role of the Hospital Social Worker in the Field of Rehabilitation for the Newly Blinded," 1945, Theses and Dissertations Related to Rehabilitation Counselor Education, April 1, 1958.

Grossman, Maurice. "Emotional Aspects of Rehabilitation," American Journal of Psychiatry, 109:849-852, 1953. Psychological Abstracts, 28:3-4, March-April, 1954.

Some of the emotional aspects of rehabilitation of a disabled patient are: how a person feels about being disabled, what he gains by remaining disabled, what he gains by getting well, regression, changing the concept of disability. Also discussed in a program of prevention is lack of psychiatrists and other professional people. (F.W. Snyder)

Hall, James Herrick, and Sol L. Warren. (Eds.) Rehabilitation Counselor Preparation. Washington, D.C.: National Rehabilitation Association, 1956.

Halpern, H.M. "Empathy Similarity and Self Satisfaction," Journal of Consulting Psychology, 19:419-452, 1955.

Heatley, J. El Incapacitado Visual (Visual Incapacity), IVth Congress of Pan-American Ophthalmology, I:256-261, 1952. Psychological Abstracts, 28:9-10, October, 1954.

After a survey of the activities in industry, commerce, agriculture, professions, and arts which may employ visually handicapped people, stress is laid on the right of such people to be trained or rehabilitated. This training should be done only by specialized centres sponsored by the government, the Mexican Institute for Social Security, and private welfare organizations. (Courtesy of Ophthalmological Literature)

Hoffman, S. "Counseling the Client with Useful Vision," New Outlook for the Blind, 49:49-53, 1955.

Hoffman, S. "Operating a Contract Shop," Journal of Rehabilitation, XIX:3: May-June, 1953.

Hoffman, S. "Some Predictors of the Manual Work Success of Blind Persons," Personnel and Guidance Journal, 36:8:542-544, April, 1958. Rehabilitation Literature, XIX:6, June, 1958.

Ireland, Ralph R. "Recreation's Role in Rehabilitating Blind People," Journal of Health, Physical Education, Recreation, 29:1:44:21-22, January, 1958. Rehabilitation Literature, XIX:9, September, 1958.

A discussion of the diverse roles of recreation in the social, physical and psychological processes involved in the rehabilitation of the handicapped, and in particular, the rehabilitation of the blind person. Principles outlined here apply equally to all handicapped persons. Recreation is important for the blind in that it provides opportunity for learning new skills in arts and crafts; these often lead to the introduction of work situations. Creative urges are satisfied; socialization and release from tensions are added values. The role of the recreation worker in the rehabilitation of the blind is defined.

Jackson, Toby. "Some Variables in Role Conflict Analysis," Social Forces, XXX:323-327, March, 1952. (Gowman)

Jackson, W., and A.C. Carr. "Emphatic Ability in Normals and Schizophrenics," Journal of Abnormal Social Psychology. 51:29-82, 1955.

Kaplan, Martin Jerome. "Unconscious Self Evaluation and Subliminal Familiarity: An Evaluation of the Wolff-Huntley Expressive Behavior Technique for Eliciting Self Concepts and its Relationship to Subliminal Familiarity," Index to American Doctoral Dissertations, XVII:3083, 1956-1957.

Keenan, Edward L. "Growing Scope of Programs for the Handicapped," Employment Security Review, 21:9:14-17, 1954.
Psychological Abstracts, 29:5, October, 1955.

Considers those sections of the new vocational rehabilitation legislation (P.L. 565, August 1954) which bear directly on operations of the Employment Service.

Kenny, D.T. "The Influence of Social Desirability on Discrepancy Measures Between Real Self and Ideal Self," Journal of Consulting Psychology, 20:4, 1956. (Underberg)

Kleber, C.C. "Special Workshops - History and Development," New Outlook for the Blind, 50:8:303-305, 1956.

Lazowick, L.M. "On the Nature of Identification," Journal of Abnormal Social Psychology, 51, 1955. (Underberg)

Linton, Ralph. "Concepts of Role and Status," T.M. Newcomb and E.L. Hartley, Readings in Social Psychology, New York: Henry Holt & Company, 1947.

Lundy, R.M. "Self Acceptability and Descriptions of Sociometric Choices," Journal of Abnormal Social Psychology, 260-262, 1955.

Maas, Melvin J. "Changing Attitudes toward Employment of the Blind," New Outlook for the Blind, 52:3:86-88, March, 1958.
Rehabilitation Literature, XIX:5, May, 1958.

McAulay, J.H. Vocational Schools as Training Facilities. New York: American Foundation for the Blind, 1954.

McCormack, William Franklin. "The Relationship of Self Perception to Personal Adjustment," Index to American Doctoral Dissertations, 1956-1957.

MacFarland, Douglas C. "A Study of Work Efficiency of Blind and Sighted Workers in Industry," New York: American Foundation for the Blind, 1956.

Psychological Abstracts, 31:1. February, 1957.

Thirty-eight totally blind industrial workers in five states, were studied in an attempt to answer the question "Are Blind Industrial Workers as Efficient as their Sighted Competitors?" No significant differences between the blind and the sighted were found in six factors determining work efficiency, in annual records. A statistically significant difference in favor of the blind workers was revealed in tardiness. The intelligence test scores of the blind group were significantly higher than those of the sighted group. (B. Lowenfeld)

McGehee, Thomas P. "The Stability of the Self-Concept and Self-Esteem," XVII, 1403, Index to American Doctoral Dissertations, 1956-1957.

Mackensie, Barbara K. "The Importance of Contact in Determining Attitudes Toward Negroes," Journal of Abnormal and Social Psychology, XLIII: 417-441, 1948. (Gowman)

Marks, Morton, and Lee B. Green. "Rehabilitation," in E.A. Spiegel, Progress in Neurology and Psychiatry. Psychological Abstracts, 32:1, February, 1958.

Mead, George H. Mind, Self, and Society. Chicago, Illinois: The University of Chicago Press, 1934. (Gowman)

Meltzer, Malcolm L. "Role Variability as a Function of the Understanding of Others," Index to American Doctoral Dissertations, 1956-1957.

Menninger, Karl A. "Psychiatric Aspects of Physical Disability," in J.F. Garrett, Psychological Aspects of Physical Disability. Washington: U.S. Government Printing Office, 1952. Psychological Abstracts, 27:9, September, 1953.

The effects of injury indirectly upon the patient's body image, the nature of dependency problems, and difficulties in facing reality are discussed and illustrated by reference to case material. Suggestions are made for the therapeutic use of inspiration and listening. Ten references. (L.A. Pennington)

Merton, Robert K. Social Theory and Social Structure. Glencoe, Illinois: The Free Press, 1949. (Gowman)

Meyer, George F. "Social Adjustment of the Blind," Proceedings of the Twelfth Biennial Convention of the American Association of Workers for the Blind, 1927

Discusses the importance of social adjustment, phases of social adjustment, social adjustment in the family, economic phase of social adjustment, everyday social adjustment, social adjustment in recreation, and other aspects and obstacles to proper adjustment. (Lende)

Mourad, Y. "Increasing the Productivity of the Blind," Egyptian Yearbook of Psychology, 1:157-162, 1954. Psychological Abstracts, 29:3, June, 1955.

Reports on the production in a soap factory in France in which 70 per cent of the employees are blind. Among the blind employees the accident rates and absenteeism were less than equal and at times excelled that of the non-blind employees. In Arabic. (L.H. Melikian)

Nachmani, Sylvia F. "Co-ordinating all Services in Workshops of the New York Guild for the Jewish Blind," New Outlook for the Blind, 46:10:289-293, 1952.

Neufeld, Irvin. "Outline of Teleo-Psychological Principles in Rehabilitation of Physically Handicapped Persons," Individual Psychology Bulletin, 9:47-69, 1951.
Psychological Abstracts, 28:1-2, January-February, 1954.
Physically impaired persons need not only somatic but also mental, social, and economic rehabilitation. Attitudes play decisive roles in rehabilitation and social integration. Rehabilitation is regarded as "a means to social re-integration."

Norman, R.D., and W. Leiding. "The Relationship Between Measures of Individual and Mass Sympathy," Journal of Consulting Psychology, 20:79-82, 1956.

Oliensis, David. "Some Correlates of Distortion in the Perception of Blindness," unpublished Doctoral Dissertation, Columbia University, Teachers College.

The purpose of this Ph.D. project is to determine the relationship between aspects of self-concept, adjustment to blindness, and certain situational factors, on the one hand and distortion in perception of degree of self-blindness, on the other hand.

Pattison, Harry A. (Ed.) The Handicapped and their Rehabilitation. Springfield, Illinois: Charles C. Thomas, 1957.
Psychological Abstracts, 32:2, April, 1958.

Pechtel, Jeanne D. "Type of Education and other Factors in the Adjustment of Blind Women," 1951, Theses and Dissertations Related to Rehabilitation Counselor Education, Code 21561, April 1, 1958.

Plata, Jose. "Les Problemes Psychotechniques dans le travail des Aveugles," (Psychotechnical Problems in the Work of the Blind), in Baumgarten, Franziska, La Psychotechnique dans le Monde Moderne. 1952.
Psychological Abstracts, 27: 6, June, 1953.

The work of the blind presents the same problems as the work of those who can see; vocational guidance, determination of aptitudes, prevention of accidents, etc. Above all, however, is the question of compensation for the lack of vision by the sense of touch, for which psychotechnical solutions are essential.
(G.E. Bird)

Porter, L.W. and C.L. Stacey. "A Study of the Relationships Between Self Ratings and Parent Ratings for a Group of College Students." Journal of Clinical Psychology, 12:245-254, 1956.

Quay, W. Earl. "Industrial Education for Blind Students of Detroit," 1948, Theses and Dissertations Related to Rehabilitation Counselor Education, Code 1443, April 1, 1958.

Randall, Cora. "Trends in Vocational Education with Emphasis on Problems of the Visually Handicapped," 1947, Theses and Dissertations Related to Rehabilitation Counselor Education, April 1, 1958.

Rasch, Philip J. and Harold J. Brenner. "Some Psychological Aspects of Therapeutic Activity in Neuro-Psychiatric Hospitals," Journal of the Association of Physical and Mental Rehabilitation, 6:2:15-17, 1952.
Psychological Abstracts, 29:5, October, 1955.

Raskin, Nathaniel J. "A Study of the Living Expenses of Blind Persons." New York: American Foundation for the Blind, 1955.

Redkey, H. "The Community Center," Journal of Rehabilitation, 20:3:14-15, 18-20, 1954.

Redkey, H. Rehabilitation Centers in the United States. Chicago: National Society for Crippled Children and Adults, 1953.

Richterman, Harold. "The Place of the Rehabilitation Center in the Rehabilitation Counseling Process," New Outlook for the Blind, 52:4: 117-122, 1958.

Rehabilitation Literature, XIX:6, June, 1958.

A rehabilitation center for the blind should provide services not only for those seeking eventual remunerative employment but also for those wishing to function more normally in spite of their blindness--such as the housewife in the home.

Robinson, Helen M. "Diagnosis and Treatment of Poor Readers with Vision Problems," Supplementary Education Monograph, 77:9-28, 1953.

Psychological Abstracts, 32:1, February, 1958.

Methods of diagnosis and treatment employed at the University of Chicago Reading Clinic are described. Special attention is given to maintaining effective relationship and communication with other specialists. (M.Murphy)

Rosen, E. "Self Appraisal, Personal Desirability and Perceived Social Desirability of Social Traits, Journal of Abnormal Social Psychology, 52:151-158, 1956.

Rusalem, H. "Factors in Integrating Blind Persons in the Community," New Outlook for the Blind, 49:82-86, 1955.

Psychological Abstracts, 31:2, April, 1957.

Integration may be more successful under certain conditions: The selection of clients on the basis of personality variables which seem related to successful integration; the development of a favorable social climate for integration by modifying community attitudes toward the blind; the integration within the community of the agency itself. (N.J. Raskin.)

Salmon, Peter J. "Problems of the Blind in Industry," in Paul A. Zahl, Blindness. Princeton, New Jersey: Princeton University Press, 1950.

Sarbin, Theodore R. "The Concept of Role-Taking," Sociometry, VI:3:273-285, August, 1947.

Sargent, Helen D. "Insight Test Prognosis in Successful and Unsuccessful Rehabilitation of the Blind, Journal of Projective Techniques, 20:429-441, 1956.

Psychological Abstracts, 32:2, April, 1958.

Twenty-seven blind clients of a rehabilitation agency were compared on the Insight Test in relation to initial adjustment status, progress in training, and personal characteristics. "The results suggest that the Insight Test is a potentially useful clinical device for selecting, among the blind, those who are personally best equipped to benefit from rehabilitation." (A.R. Jensen)

Schwartz, Solomon Leon. "The Development of a Forced Choice Scale for the Evaluation of Supervisory Attitude and Behavior in Industry," Index to American Doctoral Dissertations, 1956-1957.

Seidenfeld, Morton A. "Applications of Clinical Psychology to Physical Handicaps," in D. Brower and L.E. Abt, Progress in Clinical Clinical Psychology. New York: Grune and Stratton, 1952.

Psychological Abstracts, 27:9, September, 1953.

"Up to recent times, the major emphasis of clinical psychologists has been on their role in the diagnosis of intellectual, emotional and general personality characteristics associated with alteration in physique and the potentialities for good adjustment." Recent research studies in visual, auditory, and orthopedic handicaps are summarized. Seventy references. (H.P. David.)

Severson, A.L. "Adjustment to Blindness," New Outlook for the Blind, 47:81-82, 1953.

Psychological Abstracts, 28:5-6, June, 1954.

A blind person has 3 "adjustments" to make which arise from loss of sight: (1) accepting loss of sight in as matter-of-fact a way as possible; (2) acquiring the specialized skills available to blind people; and (3) knowing how to deal with the attitudes and actions of sighted people toward blind people. "There is another whole range of problems of adjustment which the blind person faces but these problems are not peculiar to blindness. They are common to human beings." (N.J. Raskin)

Shelsky, Irving. "The Effect of Disability on Self-Concept," Index to American Doctoral Dissertation, 1956-1957.

Sullivan, Harry Stack: "Conceptions of Modern Psychiatry." Washington, D.C.: William A. White Psychiatric Foundation, 1947. (Gowman)

Super, Donald E., John O. Crites, Raymond C. Hummel, Helen P. Moser, Phoebe L. Overstreet, and Charles E. Warnath. Vocational Development: a framework for research. New York: Bureau of Publications, Teachers College, Columbia University, 1957.

Psychological Abstracts, 32:1, February, 1958.

This, the first monograph of a projected series of a longitudinal research project in vocational development, presents a

theory of vocational development and a description of the early work. The need for a theory of vocational behavior is discussed in the first chapter, and the problems of applying scientific methods to such a field are discussed in the second chapter. Three chapters are concerned with the basic concepts of vocational development and of the patterning of careers, developing a conceptual framework. The sixth chapter discusses implications for further research, and the final chapter describes the initial data-collecting work. (B.S. Speer)

Switzer, Mary E. "Vocational Rehabilitation in the United States," International Labour Review, 77:3:189-208, 1958.
Rehabilitation Literature, XIX:6, June, 1958.

A description of the growth of vocational rehabilitation in the United States, the historical and legal background of the program, and co-ordination of services provided for the disabled through the joint efforts of federal and state agencies. The organization of state agencies and the Office of Vocational Rehabilitation is explained. Economic benefits of such a program prove that the investment of public funds is more than justified.

Thiele, H.W. "The Occupational Achievements of a Group of Blind Persons," Occupational Psychology, (London), 28:40-56, 1954.
Psychological Abstracts, 29:1, February, 1955.

A survey of the occupational achievements of 219 blind persons, indicates that there is a much wider range of employment than had been supposed. Some suggestions are made for increasing this range. (G.S. Speer)

Thompson, R. "Public Assistance or Rehabilitation-Doles or Wages," Outlook for the Blind, 43:123-126, May, 1949.

Tickton, Sidney G. "Professional and Technical Workers for the Blind: How Much are they Paid?" New York: American Foundation for the Blind, 1958.

Rehabilitation Literature, XIX:7, July, 1958.

From a survey conducted by the U.S. Bureau of Labor Statistics at the request of the American Foundation for the Blind and with financial assistance from the U.S. Office of Vocational Rehabilitation, data on personnel in agencies providing services for the blind were obtained.

Townsend, M. Roberta. "A Program for Industrial Homework," New Outlook for the Blind, 47:206-210, 1953.

Varela, Delfino. "The Pathological Effects of Blindness in Vocational Rehabilitation," 1952, Theses and Dissertations Related to Rehabilitation Counselor Education, Code 1797, April 1, 1958.

Villasana, R. Flores. "Psicología de los Ciegos (Psychology of the Blind)," Bulletin of Hospital for Ophthalmology of Mexico, 5:103-110, 1952.

Psychological Abstracts. 29:1, February, 1955.

Voorhees, Arthur L. "Counseling the Blind," Vocational Guidance Quarterly, 3:55-57, 1954-1955.
Psychological Abstracts, 29:5, October, 1955.

Wall, W.D. "Adjusting to a Handicap," Teacher of the Blind XXXV:1, 1947.

Wallace, Helen M. "The Role of the Social Worker in the Rehabilitation of the Handicapped," Social Casework, 38:15-22, 1957.
Psychological Abstracts, 32:1, February, 1958.

After discussing the status of the problem of rehabilitating the handicapped today, as well as the needs of the handicapped person, the author discusses the kinds of services required by the handicapped with emphasis upon the role of the social worker. Some of the ways in which the social worker can make a significant contribution are: (1) providing information and counseling services; (2) participating in the health program. The article concludes with a description and evaluation of the adequacy of present social services for the handicapped. (L.B. Constin)

Wardwell, Walter Irving, "Social Strain and Social Adjustment in the Marginal Role of the Chiropractor," Ph.D. Thesis, Harvard University, February, 1951. (Gowman)

White, Ralph K., Beatrice A. White, and Tamara Dembo. "Studies in Adjustment to Visible Injuries: Evaluation of Curiosity by the Injured," The Journal of Abnormal and Social Psychology, XLIII:1, January, 1948. (Gowman)

White, Robert W. The Abnormal Personality. New York: The Ronald Press, 1948. (Gowman)

White, Robert W. Lives in Progress. New York: The Dryden Press, 1952. (Gowman)

Williams, Robin M., Jr. The American Society. New York: Alfred A. Knopf, 1951. (Gowman)

Young, Marjorie A.C. The Partially Seeing - Psychological Aspects. New York: National Society for the Prevention of Blindness.

Young, Marjorie A.C. "The Partially Seeing," in J.F. Garrett, (Ed.) Psychological Aspects of Physical Disability. Washington: U.S. Government Printing Office, 1952.
Psychological Abstracts, 27:9, September, 1953.

THE AGED BLIND
References

University of Michigan, Ann Arbor, Michigan, Project Director: Wilma Donahue, Ph.D. Year Initiated: 1957; Duration of Project: 1 year; Purpose: To determine the nature and extent of medical and other vocational rehabilitation services needed by the disabled, 45 years of age and older, living in county medical and convalescent facilities, and to demonstrate techniques for their rehabilitation. Research and Demonstration Grants Awarded by the Office of Vocational Rehabilitation.

Carhart, Robert. "Auditory Impairments of Old Age," National Science Foundation. Washington 25, D.C.: (NIH, PHS) September, 1958.

Allen, Murray B., Grace S. Harper, and L.L. Watts. "The Problem of the Aged Blind," Outlook for the Blind, 22:40-41, September, 1928. (Inabinet)

Armstrong, Donald B. "The Social and Biological Challenge of Our Aging Population," Proceedings of the Eastern States Health Education Conference, March 31-April 1, 1949, New York: Columbia University Press, 1950. (Drake)

Barnett, M. Robert. "Blindness Among the Aging: A Growing Dual Problem," New Outlook for the Blind, 50:65-68, February, 1956.

Barron, Milton L. "Minority Group Characteristics of the Aged in American Society," Journal of Gerontology, VIII: 477-82, October, 1953. (Drake)

Belloc, Nedra B. "Blindness Among the Aged," Public Health Reports, 71:12: 1221-25, December, 1956.

Beginning: "Visual acuity may be likened to a spectrum, ranging from normal or perfect vision at one end to total blindness or absence of light perception at the other. In a discussion of the extent of 'blindness' in the aged population, it is necessary to remember that we are dealing with an arbitrarily defined group that includes only those with severe visual loss...."

Bledsoe, C.W. "Blind Patients as Domiciliary Members," New Outlook for the Blind, 51:140-44, April, 1957.

Bledsoe, C.W. "Geriatrics and the Venerable," New Outlook for the Blind, 52:371-376, December, 1958.

It is essential to realize that this subject is a junction for three important problems which meet in its center almost by accident. The first is the problem of dependency of patient on the doctor. The second is the problem of relationships between doctors and workers for the Blind. The third is the problem of knowing the actual needs and wants of blind geriatric patients.

Carlson, Anton J., and Edward J. Steiglitz. "Psychological Changes in Aging," The Annals of the American Academy of Political and Social Science, CCLXXIX: 18-31, January, 1952. (Drake)

Charipper, Harry A. "Research in Aging: Its Scope and Objectives," Journal of Educational Sociology, 30:233-237, 1957.
Psychological Abstracts. Vol. 32, No. 1, February, 1958

The author quotes a number of research studies dealing with the science of aging and the study of the aged. The public at large as well as educators and employers need to realize that time measured in years may no longer be considered as the prime factor in itself for gauging age. Research points to a need for understanding the psychological aspects and sociological impacts along with other entities to be measured in any evaluation of the individual in relation to time. (S.M. Amatora)

Cohen, Ruth S. "Casework with Older Persons," New Outlook for the Blind, 51:363-69, October, 1957. (Inabinet)

Desmond, Thomas C. Making the Years Count. Albany: New York State Joint Legislative Committee on Problems of the Aging, 1955. (Drake)

Drake, Joseph T. The Aged in American Society. New York: The Ronald Press Company, 1958.

Droller, H. "A Geriatric Outpatient Department," Lancet, 7049: 739-741, October 4, 1958.

Describes experiences of an outpatient clinic at St. James Hospital, Leeds, for supervision of the aged discharged from the hospital and for rehabilitation of the physically handicapped. In addition to medical and physical rehabilitation services, attention is given to social restraining so that patients may be more readily integrated into the home and community. The program has been especially helpful to hemiplegic patients. The scheme has justified itself in a saving of hospital beds and in the reduction of long-term hospital care. Costs of such a department are discussed.

Fox, Flora. "Serving the Aged Blind through Community Resources," New Outlook for the Blind, 44:181-89, September, 1950. (Inabinet)

Gregg, James R. and Shirley S. Sherrill. "Eye Problems of Aging Patients," American Journal of Occupational Therapy, 11:6:313-316:339, November-December, 1957.
Rehabilitation Literature, XIX:2, February, 1958.

A review of the characteristic visual problems of the elderly patient, with a discussion by an optometrist of their pathological implications and by an occupational therapist of their applied therapeutic significance. Psychological reactions of the patient to his own visual limitations are considered, as well as adapted occupational therapy techniques for the elderly patient. Principles useful in overcoming physical limitations of the elderly patient are outlined.

Hamza, M. "Vocational Rehabilitation of the Physically Handicapped," Egyptian Yearbook of Psychology, 1:119-156, 1954.
Psychological Abstracts, 29:3, June, 1955.

Rehabilitation of the physically handicapped takes into consideration the total life of the client. In an experimental set-up such as the Cairo Rehabilitation Center the psychologist serves both as a therapist, a guide, and test constructor. The main sources of disability in Egypt other than old age are road and factory accidents. In 1947, 12.7 per cent of the population suffered from some form of serious handicap. In Arabic. (L.H. Melikian)

Havinghurst, Robert J. "Flexibility and the Social Roles of the Retired," American Journal of Sociology, LIX: 309-11, January, 1954. (Drake)

Henderson, John W. "Common Misconceptions about Cataracts," New Outlook for the Blind, 41:226-29, October 1947. (Inabinet)

Hoffman, Simon, "Employment for the Older Blind Worker," New Outlook for the Blind, 48:354-59, December, 1954. (Inabinet)

Inabinet, Judith Beebe. "A Study of the Reactions to Blindness Among Persons who Lost their Sight After Age Fifty," Master Thesis, University of Tennessee, Nashville, 1958.

Jones, Harold E. (Ed.) Research on Aging. (Pacific Coast Committee on Old Age Research) New York: Social Science Research Council, 1950. (Drake)

Kaplan, Oscar J. "Psychological Aspects of Aging," The Annals of the American Academy of Political and Social Science, CCLXXIX: 32-42, January, 1952.

Lakin, Martin, and Melvin Dray. "Psychological Aspects of Activity for the Aged," American Journal of Occupational Therapy, 12:4: 172, 187-188, July-August, 1958.
Rehabilitation Literature, XIX:9, September, 1958.

Describes the value of the therapeutic work activity for residents of homes for the aged; experiences and observations of an experimental sheltered workshop program in such a home revealed the effectiveness of activity in positive alterations in mood and self valuation. Criteria for the selection of residents who can be expected to profit from participation in such a program are listed; the problems involved in administration are considered. This approach appears to have implications for the retention of a self concept characterized by feelings of adequacy. Further areas for psychological research in the value of this type of program for the aged, both within and outside institutions, are suggested.

Loshkin, Helen. "Emerging Concepts in Casework and Counseling with the Aged," Prepared for National Conference of Jewish Communal Service, Atlantic City, May 25, 1955.

Mazow, Bernard. "Visual Problems of the Aged," American Journal of Optometry. 35:7:360-368, July, 1954.
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McKay, Evelyn. "How Can We Better Serve Our Aged Blind," New Outlook for the Blind, 44:165-169, June, 1950. (Inabinet)

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"Occupations of Totally Blinded Veterans." Employment Security Review, 23:9:14-16, Psychological Abstracts, 31:5, October, 1957.

"Study of Blinded Veterans with Service-Connected Disabilities Incurred Since the Beginning of World War II." Information Bulletin 10-48, October, 1953. Program Guide: Physical Medicine and Rehabilitation Service.

"Therapy for the Newly Blinded, as Practised with Veterans." Journal of the American Medical Association, 158:811-818, July 9, 1955. Program Guide: Physical Medicine and Rehabilitation Service.

Thorne, Frederic H. "A Statistical Review of 367 Blinded Service Men, World War II," Outlook for the Blind, XLI:5:129-135, May 1947.

Gives the definition of blindness, and tables and charts regarding causes of blindness. Reports on responses to training and to various psychological and personality tests. (Lende)

Twersky, Jacob. "The American War-Blind as Aided by the Federal Government," 1947, Theses and Dissertations Related to Rehabilitation Counselor Education, Code 22063, April 1, 1958

U.S. Veterans Administration, "War Blinded Veterans in a Postwar Setting: A Social Work Follow-up of Rehabilitation Measures for Blinded Veterans with Service-Connected Disabilities between December 7, 1941 and March 31, 1953..." Washington, D.C. Government Printing Office, 1958. 260 pp.

Rehabilitation Literature, XIX:10, October, 1958.

A report, in part, of a broad study of the results of rehabilitation and resocialization programs for blind war veterans; data from systematic studies by physicians, social workers, vocational training personnel, and other members of the rehabilitation team are presented and analyzed. The detailed nature of the study throws much light on diverse factors which influence adjustment to blindness and the value of main body of data, the report outlines rehabilitation programs for the blind in hospitals cooperating with the Veterans Administration and the methods employed in the survey.

Willma, Irene R. "As a Blind Nurse Sees," American Journal of Nursing, 55:205-208, 1955.
Psychological Abstracts, 30:3, June, 1956.

Wittkower, E., and R.C. Davenport. "The War Blinded: Their Emotional Social, and Occupational Situation," Psychosomatic Medicine, VIII: 2:121:137, April, 1946.

With the exception of a few cases in the factory group, all the blinded studied were, or had been, at St. Dunstan's. Made jointly by a psychiatrist and a psychologist, this report concerns itself with the state of mind of the blinded, and discusses general effects of blindness, some common psychological features, types of emotional reaction, factors determining the emotional reaction. (Lende)

CHAPTER FIVE

THE YOUNG BLIND

The Young Blind is the content category of this compilation that is concerned with research on the child and adolescent up to, roughly, school leaving age. Included are (a) all aspects of personal adjustment and reorganization; (b) personality, aptitude and performance testing, (c) education; and (d) social interaction with sighted parents, siblings, teachers and companions of the young blind. Included are the preschool child and the multiply handicapped blind child or adolescent, except the deaf-blind who are entirely excluded (20).

As has been previously mentioned (21), this is a relatively new field of inquiry that relies primarily on a large number of on-going projects and articles rather than books, but that has a small but probably growing number of monographs and dissertations.

A large number of projects on related topics is included to suggest a wider concept of approach to research on the blind child. This wider concept, as in the Adult Blind, is primarily a social-psychological one that is concerned with the interaction among persons and the effect of social institutions on the blind child. Typical of this approach are the following project titles: Expectations of Preschool Children in Respect to Family Roles, Children's Beliefs about Illness and Hospitalization, The Role of Self-Concept in Childhood, and Relationships of Parent Personality to Emotional Disorders of Children.

The great amount of project research now going on concerning children should include some new projects: (a) longitudinal studies of children with retrorenal fibroplasia who have just or are about to enter elementary and secondary schools, (b) criteria for medically evaluating, treating, and educating the multiply handicapped blind child, and the severely emotionally disturbed blind child, and (c) studies of social interaction which concerns the blind child.

- (20) To complete this survey, cross reference should be made to the vocational and personal reorganization section of the adult and to the psychological measurement.
- (21) See Table 2, Table 3, Table 7, and Table 14.

TABLE 20
CHARACTERISTICS OF ITEMS ON THE YOUNG BLIND

<u>Projects</u>		Books	Monographs	Dissertations	Articles	Articles	Articles
		-52	±53	-52	+53	-52	+53
Direct	29	0	3	5	14	1	6
Related	58	11	10	0	9	0	4
SUBTOTAL	87	11	13	5	23	1	10
TOTAL		<u>24</u>		<u>28</u>		<u>11</u>	
						<u>27</u>	<u>146</u>
						<u>173</u>	<u>134</u>
							<u>39</u>
							<u>173</u>

TOTAL PUBLICATIONS: -52:44, ±53:192; Direct:153, Related:83

Besides research projects there is a need for longer and more comprehensive treatment of research findings, such as might be contained in books. The increasing publication lag and growing cost of book publication has probably caused many research reports to be issued as monographs or to remain unpublished as studies and dissertations. More effort to underwrite publication of longer, more intensive works is badly needed, particularly in an important area of inquiry which is heavily dependent on articles of less than ten pages as a publications outlet. If the disproportionate number of short articles continues for a few more years, it is doubtful that a useful permanent literature on the young blind will ever be attained. Definitive works are needed to set the boundaries of research that can profitably be undertaken. A better balance of publications (more books in relation to articles) is needed. Increased support for publication of research findings is also needed. And finally, a broader social approach to research on the young blind is needed. Only if these conditions are reasonably met within the next five years can an adequate research literature on the young blind be said to exist.

The urgency for meeting these needs is heightened when it is considered that studies of RLF children (retrolental fibroplasia) together with blinded veterans afford the best opportunity to destroy the stereotypes of blindness so widely held and so damaging to the dignity and health of blind persons. RLF's and blinded veterans cut across all socioeconomic class groups and have demonstrated their ability to function successfully in a sighted society in schools, on jobs and in their communities. A permanent record of this partially realized potential is badly needed.

Research Projects

43. Title: "Services for Blind Children in New York State"
Purpose: To determine characteristics of blind children in New York State pertaining to educational needs and the extent to which these needs are being met by agencies which provide services to blind children.

Investigators: Matthew J. Trippe, Ph.D., Assistant Research Professor, and William M. Cruickshank, Ph.D., Director of Special Education, Syracuse University, Syracuse, N.Y.

Conducted by: American Foundation for the Blind, Inc.

Subjects: Residents of New York State under twenty-one years of age as of October 1, 1956: and (1) totally blind; (2) impaired vision of less than 20/200 visual acuity in the better eye and for whom diagnosis and medical findings show that vision cannot be improved or corrected to better than 20/200 or (3) a loss of vision due wholly or in part to impairment of field vision or to other factors which affect usefulness of vision to a like degree.

Methods: Survey of agencies based on information from existing records. Health, education, and social agencies surveyed and requested to submit data on all children who meet criteria and who are served by them. Specialized agencies serving the blind requested to submit data on their facilities, staff, and program.

Duration: 1956-1958.

Reference: Research Relating to Children, Bulletin No. 7, page 87 - paragraph 2

44. Title: "Comparison of the Self-Concept of Blind and Sighted Children"
Purpose: The blind child grows up in an environment quite different from that of the sighted adolescent. In addition to lack of sight, the blind child has the added feeling that other people perceive him as an inadequate, inferior individual. Snygg and Combs point out that an individual's self-concept is learned and that an individual learns to think of himself as others think of him. Consequently, self-concept which seems basic to personality structure, has been chosen as a means of determining whether personality structure of the sighted adolescent is different from that of the individual who has been without sight since childhood.

Subjects: Twenty adolescents, between 14 and 18 years of age, totally blind since the age of 3, with no other visible defects such as bad scars, birthmarks, etc., from two residential schools for the blind. Twenty

sighted subjects matched for intelligence, socio-economic level, and emotional stability.

Methods: Self-concept measured quantitatively by a modified Chicago card-sort, and qualitatively by two open-ended interviews which were recorded.

Investigators: Frederick M. Jervis, M.A., Clinical Psychologist, Division of Student Personnel, University of New Hampshire, Durham, N.H.

Conducted by: American Foundation for the Blind, Inc.

Reference: Research Relating to Children, Page 50 - paragraph 4, Bulletin No. 6.

45. Title: "A Pilot Study of Content Analysis as a Method for the Evaluation of Therapy with Autistic Blind and Seeing Children."

Investigators: Marianne Frostig, Ph.D., Director, Marianne Frostig School, Los Angeles, California

Subjects: At present, six children diagnosed as autistic, four of them blind.

Methods: Observation, recording, coding, summary, and commentary after each observation.

Findings: Blind as well as seeing, autistic children, may improve considerably by the methods utilized and described in the study. Coding seemed to make the definition of these methods more precise but seemed to be too time-consuming for practical use.

Duration: 1956-1958.

References: Through the American Foundation for the Blind, Inc. Research Relating to Children, Bulletin No. 6, page 77, Paragraph 1.

46. Title: "Mental Development of Premature Infants with RLF"

Investigator: William A. Silverman, M.D., Assistant Professor of Clinical Pediatrics.

Psychologist: Minna Marder Genn, Babies Hospital

Conducted by: Babies Hospital, College of Physicians and Surgeons, Columbia University, New York 27, N.Y.

47. Title: "Vision Testing in Early Infancy"

Purpose: To develop an effective apparatus for grading visual acuity by means of the optico-kinetic response. Apparatus should also be of considerable value in determining presence or absence of vision. While lack of response is not final proof of blindness, a positive response definitely indicates presence of vision.

Subjects: One-hundred new borns, 1-1/2 hours to 5 days of age.

Findings: Ninety-three of the one-hundred newborns were found to have an acuity, at the least, corresponding to a Snellen notation of 20/940. No doubt this index will be found to be lower when study is repeated, using a full range of line patterns.

Investigators: Sydney Gellis, M.D., Assistant Professor of Medicine, Harvard Medical School, and John J. Gorman, M.D., Research Fellow, Beth Israel Hospital and Massachusetts Eye and Ear Infirmary, Boston, Mass.

Conducted by: National Society for the Prevention of Blindness, Inc.

Reference: Research Relating to Children, Bulletin No. 6, page 15 - paragraph 3.

48. Title: "Teacher-Consultant for Blind High School Students"
Purpose: To determine which program is of greater value to the blind high school students - attendance at a senior high school having a braille teacher available five days a week (full-time schedule) or - attendance in home neighborhood highschool with the services of an itinerant teacher available for approximately one day a week.
Duration: 1955-1957.
Investigators: Mrs. Claire Burrell, Director, Bureau for Education of Visually Handicapped, New York City Board of Education, Brooklyn, N.Y. (Reported in A Compilation of Studies on the Health of the School Age Child in New York City by the Community Council for Greater New York, Inc.)
Conducted by: New York City Board of Education
Reference: Research Relating to Children, Page 96 - paragraph 3, Bulletin No. 4

49. Title: "Psychological Problems of the Blind, Particularly Congenital Blindness"
Purpose: To clarify problems from the psychoanalytic viewpoint. To utilize findings for clarification of problems, testing of hypotheses, etc., in the field of ego development, particularly the development of the perceptual apparatus and reality testing.
Subjects: Blind, partially blind, and sighted children and adults.
Method: Psychoanalytic and psychotherapeutic observation. Study of children in home, institutional and school settings. Study of adults (congenitally and otherwise visually handicapped) in work and social settings with handicapped and non-handicapped fellows. Findings are most often checked with independent or collaborative findings of case workers, psychologists, and teachers, including visually handicapped members of these disciplines.
Investigators: H. Robert Blank, M.D., Psychoanalyst, Treatment Center, New York Psychoanalytic Institute, New York, N.Y.
References: Research Relating to Children, Page 25 - paragraph 4, Bulletin No. 5. Psychoanalytic Quarterly and other articles.

50. Title: "Integration of Blind Children into Sighted Group Work Programs"

Purpose: To demonstrate (1) the values of serving blind children in sighted settings with sighted children; (2) specific techniques needed to achieve such integration. To study the effect of integration on blind and sighted children.

Subjects: Blind and sighted children between five and sixteen years of age. Approximately twenty-five youngsters have been enrolled in sighted group work centers, day camps, and sleep-away camps.

Methods: Records are being kept on the physical, emotional, and social adjustment and the reactions of the sighted children and the sighted community. Parent reactions are also being studied.

Findings: To date, there are indications that this is of value to both the blind and sighted community.

Duration: 1957-1959

Investigator: Sidney R. Saul, M.A., Director of Group Work, New York Guild for Jewish Blind, New York, N.Y.

Conducted by: Federation of Jewish Philanthropies; Bronx House Community Center; Emanuel Brotherhood Community Center; Wel-Met Camps; Educational Alliance Camps.

Reference: Research Relating to Children, Bulletin No. 8, U.S. Department of Health, Education, and Welfare.

51. Title: "An Investigation into the Problems Related to the Psychosocial problems and relationship of development to attitudes of parents, play therapy and educational experiences. To develop more effective play therapy methods for emotionally disturbed, severely handicapped child and more effective parent education for parents involved."

Subjects: One-hundred - 25 blind, 25 blind and physically handicapped, 25 sighted but physically handicapped, 25 no physical disabilities but having one or more physically handicapped siblings; 200 parents; in New York area.

Methods: Pre-evaluations - medical, psychiatric, social educational, psychological, developmental history - by staff at New York University Institute of Physical Medicine and Rehabilitation. Re-evaluation every three or six months. Rating scales for behavior, attitudes, problems related to psychosocial development. Play therapy contacts for children, individual and group counseling, and planned parent education for parents.

Findings: Individual play therapy experiences improve psychosocial development of children as evaluated by pre and post-examinations. Attitudes toward handicap influence behavior and development change.

Duration: 1955-60.

Investigators: Virginia M. Axline, Ed.D., Associate Professor of Education, New York University, New York, N.Y.

Conducted by: Association for Advancement of Blind Children; Public School No. 41, New York City; New York State Dept. of Education; New York University

Reference: Research Relating to Children, Bulletin No. 6, page 57, paragraph 2.

52. Title: "Development of the Visual and Auditory Center in Human Embryos"

Purpose: To clarify existing knowledge of visual and auditory centers of the human brain. There is very little information concerning development of these visual and auditory areas. This study should greatly increase knowledge of this development and of nuclei and tracts secondarily associated with these special senses. It should also advance existing knowledge concerning functions of these systems.

Methods: A critical analysis of normal embryological development of the midbrain (tectal and tegmental regions), of posterior thalamus (geniculate bodies) and of visual and auditory cortical areas. A critical analysis of abnormal embryological development of the above areas in human embryos and fetuses in which there has been either complete or incomplete failure of development of the optic or auditory nerves or their associated peripheral structures. These studies will include consideration of changing cytoarchitecture and fiber tracts of regions studied. A comparative study of findings obtained from normal and abnormal embryological material and with the adult brain.

Investigators: E. Carl Sensenig, Professor, Department of Anatomy, University of Alabama Medical Center, Birmingham, Alabama.

Conducted by: Public Health Service, U.S. Department of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 5, page 11 - paragraph 4.

53. Title: "Conservation of Quantity, Mass, and Volume in Blind Children"

Purpose: To investigate the role of vision in solution of Piaget-type problems. More specifically, to study the concept of "decentering" using tactal modality. To test the stages of solution in conservation of quantity, mass and volume, under varying conditions of instructions and modality.

Subjects: Seven blind children, ages 4-6, Buffalo Association for the Blind. Fourteen normal children, ages 4-6, Buffalo Public School.

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Methods: Records are being kept on the physical, emotional, and social adjustment and the reactions of the sighted children and the sighted community. Parent reactions are also being studied.

Findings: To date, there are indications that this is of value to both the blind and sighted community.

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Conducted by: Federation of Jewish Philanthropies; Bronx House Community Center; Emanuel Brotherhood Community Center; Wel-Met Camps; Educational Alliance Camps.

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Methods: Pre-evaluations - medical, psychiatric, social educational, psychological, developmental history - by staff at New York University Institute of Physical Medicine and Rehabilitation. Re-evaluation every three or six months. Rating scales for behavior, attitudes, problems related to psychosocial development. Play therapy contacts for children, individual and group counseling, and planned parent education for parents.

Findings: Individual play therapy experiences improve psychosocial development of children as evaluated by pre and post-examinations. Attitudes toward handicap influence behavior and development change.

Duration: 1955-60.

Investigators: Virginia M. Axline, Ed.D., Associate Professor of Education, New York University, New York, N.Y.

Conducted by: Association for Advancement of Blind Children; Public School No. 41, New York City; New York State Dept. of Education; New York University

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Methods: A critical analysis of normal embryological development of the midbrain (tectal and tegmental regions), of posterior thalamus (geniculate bodies) and of visual and auditory cortical areas. A critical analysis of abnormal embryological development of the above areas in human embryos and fetuses in which there has been either complete or incomplete failure of development of the optic or auditory nerves or their associated peripheral structures. These studies will include consideration of changing cytoarchitecture and fiber tracts of regions studied. A comparative study of findings obtained from normal and abnormal embryological material and with the adult brain.

Investigators: E. Carl Sensenig, Professor, Department of Anatomy, University of Alabama Medical Center, Birmingham, Alabama.

Conducted by: Public Health Service, U.S. Department of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 5, page 11 - paragraph 4.

53. Title: "Conservation of Quantity, Mass, and Volume in Blind Children"

Purpose: To investigate the role of vision in solution of Piaget-type problems. More specifically, to study the concept of "decentering" using tactal modality. To test the stages of solution in conservation of quantity, mass and volume, under varying conditions of instructions and modality.

Subjects: Seven blind children, ages 4-6, Buffalo Association for the Blind. Fourteen normal children, ages 4-6, Buffalo Public School.

Methods: Paget's procedures for testing "conservation" of quantity, mass and volume adapted for nonsighted subjects. A group of 7 blind children, a group of 7 blindfolded sighted children, and a group of 7 sighted children matched for intelligence, age, socio-economic status to be compared on abilities to "conserve."

Duration: 1957 - 1958.

Investigators: Aaron Hershkowitz, Ph.D., Assistant Professor, Department of Psychology, and Judith Rogers, B.A., Student Assistant, University of Buffalo, N.Y.

Conducted by: Buffalo Association for the Blind

Reference: Research Relating to Children, Bulletin No. 7, page 86, paragraph 2.

54. Title: "Adjustment Factors in Residential Blind Adolescents"
Purpose: Present research extends and amplifies a project, data were collected for groups of partially sighted, legally blind, and totally blind adolescents living at home and attending public educational institutions on a day basis. Data were also collected for parents of all subjects as well as for an otherwise comparable but sighted group of adolescent controls and their parents. Major areas of interest included: (1) a comparison of adjustment of visually handicapped adolescents with that of comparable but sighted controls; (2) determination of relationships between various parental attitudes and adjustment measures both for handicapped and control groups; and (3) determination of relationships between parents' ability to predict child's response, and adjustment indices for both groups. Primary objectives of present project include completing analyses of data already collected and extending work to include a group of residential blind adolescents, who could be compared both to the earlier experimental and control groups.

Investigators: Emory L. Cowen, Ph.D., Associate Professor, Department of Psychology, University of Rochester, Rochester, N.Y.

Conducted by: Public Health Service, U.S. Department of Health, Education and Welfare.

Reference: Research Relating to Children, Bulletin No.7, page 86, paragraph 3.

55. Title: "Methods of Testing Auditory and Visual Acuity of Trainable Mentally Retarded Children"
Purpose: To analyze and/or structure auditory and visual testing procedures most useful in testing trainable mentally retarded children in the Austin Public Schools.

Subjects: Approximately 50 trainable children from the Austin State School for Retarded Children, the Austin Opportunity Center (a local center sponsored by the Austin Council for Retarded Children), and

classes for retarded children in the Austin Public Schools.

Methods: Auditory Testing: conventional audiometry with and without a pediacoumeter as stimulus; psychogalvanic skin response; a specially designed conditioning procedure using free field; specially recorded materials using free field technique; standardized testing using noisemakers, etc. Visual Testing; a modified Snellen designed at The University of Texas; The Massachusetts Test of Vision; Plus Sphere Test; Telebinocular using special reporting techniques.

Duration: 1957-1959.

Investigators: William G. Wolfe, Ph.D., Professor of Educational Psychology, University of Texas, Austin, Texas.

Conducted by: Office of Education, U.S. Department of Health, Education and Welfare.

Reference: Research Relating to Children, Bulletin No. 6, page 26, paragraph 4.

56. Title: "Experimental Hypnosis in the Study of Suppression Blindness in Children"

Purpose: To investigate the functional aspects of suppression amblyopia. To find an expeditious means of restoring vision to replace the older occlusion technique.

Methods: Positive suggestion under hypnosis for visual improvement in the post hypnotic state of the poor-seeing eye.

Findings: Vision improved significantly in a small group of children.

Publication references: Submitted to American Journal of Ophthalmology.

Duration: 1955 - 1959.

Investigators: Carroll W. Browning, M.D., Professor and Chairman, and Lester Quinne, M.D., Professor, Department of Ophthalmology, Harold Crasilneck, Ph.D., Assistant Professor, Department of Psychology, University of Texas Southwestern Medical School, Dallas, Texas.

57. Title: "Mannerisms in Blind and Schizophrenic Children"

Investigators: Bela Mittelmann, M.D., Visiting Professor of Psychiatry, Albert Einstein College of Medicine, Yeshiva University. Ruth L. Munroe, Ph.D., Visiting Professor of Psychology, Graduate Department of Psychology, City College of the City of New York. Laura Malkenson, B.A., Instructor, Graduate Department of Psychology, City College of the City of New York. Albert Einstein College of Medicine, Yeshiva University, Eastchester Road and Morris Park Ave., N.Y.61, N.Y.

Source: Department of Health, Education, and Welfare, Public Health Service, National Institutes of Health, Notice of Research Project.

Submitted for period beginning - January 1958.

58. Title: "Antecedent Factors in the Child's Intellectual and Social Development"

Purpose: To study the interaction of maternal practices and the child's predisposition on a variety of developmental variables in the child. Some included achievement motivation, aggressive behavior, reaction to frustration, intellectual performance and I.Q. change, dependent behavior, psychosomatic syndromes.

Subjects: The sample, at present, includes fifty boys and fifty girls, white middle class and residing in southwestern Ohio. The subjects are a part of the total Fels research population (N=350) and results can be cross-validated using other subjects in the research population.

Methods: Variety of data is available from birth through adolescence. Major sources include ratings of maternal attitudes and practices and prose report summaries based on visits to the home, an average of three Rorschachs and four TAT protocols administered over the years 6-18, ratings of the child's behavior in the Fels nursery school, and grades in school and teacher's reports.

Findings: Preliminary analyses of the data for the childhood years 8-10 reveal: (1) Positive relation between marked increases in Binet I.Q. and fantasy indices of achievement and competitive motivation. (2) Positive relation between ratings of maternal coerciveness and fantasy aggression. (3) Positive relation, for boys only, between maternal acceleration of the child's developmental skills and achievement fantasy.

Publication references: One paper in press in Journal of Abnormal and Social Psychology; others in early stages of preparation.

Duration: 1957-1961.

Investigators: Jerome Kagen, Ph.D., and Howard A. Moss, M.A., Research Associates, Fels Research Institute, Yellow Springs, Ohio.

Conducted by: Public Health Service, U.S. Department of Health, Education, and Welfare.

59. Title: "A Comparative Study of the Self-Concepts of Crippled and of Non-Crippled Children."

Supporting Agency: Easter Seal Research Foundation of the National Society for Crippled Children and Adults.

Investigator: John J. Lee, Ph.D., Distinguished Prof. and Chairman, Department of Special Education and Vocational Rehabilitation.

Assisted by: Mrs. Mary A. Krider, Assistant Professor of Special Education, Brigham Young University, Provo, Utah (for her doctoral dissertation research).

Conducted by: Wayne State University, School of Education, Detroit, Michigan.

Reference: Notice of Research Project, Bio-Sciences Information Exchange, Smithsonian Institution.

60. Title: "The Pseudo-Mental Deficiency Syndrome"
Purpose: To improve standards and means of differentiating the truly mentally defective from those who function on a defective level because of other factors.
Methods: Clinical, sociological, psychological, psychiatric, neurological and by differential diagnostic sessions held at Caswell Training School.
Findings: Many agents such as emotional, affective environmental, neurotic, psychotic, heredo-familial disease and progressive neurological disorders, etc., are responsible for "pseudo-mental deficiency."
Duration: 1956-1958.
Investigators: Frederick E. Kratter, C.M.D., Superintendent, Caswell Training School, Kinston, N.C.
Conducted by: Guidance Clinic, Caswell Training School.
Reference: Research Relating to Children, Bulletin No. 7, page 64, paragraph 2.

61. Title: "A Study of Family Diagnosis"
Purpose: Investigation of interrelations of emotional disturbance in a child with psychosocial structure and mental health of the family group. Adaptive role of child studies at each stage of emotional development as influenced by family interaction processes.
Subjects: Thirty-six lower-middle class urban families. Also a group of families of upper-middle class in private practice.
Methods: Psychiatric and psychosocial evaluation of family as a group, and its individual members. Additional data by participant observation techniques with family in the home. Also, data from psychotherapy of individual family members.
Publication Reference: American Journal of Orthopsychiatry 20:744-752, October 1950.
Duration: 1948-indefinite
Investigators: Nathan W. Ackerman, M.D., Associate Clinical Professor of Psychiatry, Columbia-Presbyterian Medical Center, New York, New York; M. Behrens, M.A. Research Assistant, Henry Ittleson Center for Child Research, Riverdale, N.Y.

62. Title: "Incidence and Etiology of Severe Emotional Disturbance in Children"
Purpose: To determine whether or not a statistically significant increase in the number of these children can be demonstrated between 1951-1952 and 1956-1957 and to attempt to isolate significant etiological factors.
Subject: About 75 cases seen 1951-52 compared with same number seen 1956-1957 in Bridgeport Child Guidance Clinic. Cases seen by Juvenile Court in similar periods.

Methods: Rating scale derived from social history, psychological testing, psychiatric evaluation with case records rated independently by three judges. Questionnaire to other clinics regarding experience with this group.

Duration: 1957-1958.

Investigators: Elwyn M. Smolen, M.D., Director, Eleanor Solorey, M.S.W., Chief Social Worker, and Stanley Rosner, Ph.D., Chief Clinical Psychologist, Bridgeport Society for Mental Hygiene, Inc. Bridgeport, Conn.

Conducted by: Division of Community Services, Connecticut State Department of Mental Health.

63. Purpose: "A study of the reactions of families facing certain categories of crises, e.g. tuberculosis, birth of premature baby, birth of baby with a congenital anomaly, and the birth of twins with reference to the future mental health of family members."

Subjects: About twenty families a year for 2-3 years, a random sample taken from the Boston City Health Dept. lists, living in the Roxbury area of Boston and all socio-economic classes.

Methods: Intensive interviewing of family members in their homes by a multi-disciplinary team of psychiatrists, psychologist social worker, public health nurse, anthropologist, and sociologist. Combined qualitative case history approach and analysis of individual and group variables for treatment.

Conducted by: Harvard School of Public Health Family Guidance Center.

Findings: Certain families appear to handle the situational problems of the crises at the emotional expense of one or more of the family members.

Publication references: American Journal of Orthopsychiatry.

Duration of project: 1954-1959.

Investigators: Gerald Caplan, M.D., Associate Professor of Mental Health and Head, Division of Mental Health, Harvard School of Public Health, Boston, Massachusetts.

Conducted by: Commonwealth Fund.

Reference: Research Relating to Children, Bulletin No. 4, page 115, paragraph 1.

64. Title: " Several Measures of Superego -- Their Interrelationships and Specific Antecedents"

Purpose: To compare a number of presumed measures of superego strength in children to see whether they fall on the same dimension or the concept of superego must be subdivided into a set of relatively unrelated personality traits.

Investigators: Eleanor E. Maccoby, Ph.D., Research Associate, Laboratory of Human Development, Harvard University, Cambridge, Massachusetts.

Conducted by: Public Health Service, U.S. Department of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 6, page 44, paragraph 3.

65. Title: "Expectations of Preschool Children in Respect to Family Roles"

Purpose: Study of age development in (1) concepts as to nature and functions of family roles; (2) concepts of moral rules and their enforcement; and (3) modes of identification with parental roles.

Subjects: Groups of children aged 4 and 6.

Methods: Children tested at the beginning and end of a one-year period. Semi-structured doll play, supplemented with direct questioning.

Investigators: Lawrence Kohlberg, Ph.D., Department of Psychology, Laboratory of Human Development, Harvard University, Cambridge, Massachusetts.

Conducted by: Social Science Research Council.

Reference: Research Relating to Children, Bulletin No. 7, page 19, paragraph 3.

66. Title: "Role Differences Reflected in Children's Stories"

Purpose: To examine the effect of cultural role expectancies on children as revealed through childhood stories.

Subjects: Six-hundred Finnish children in Pori; two-hundred Finnish-speaking children in Helsinki, and two-hundred Swedish-speaking Finnish children in Helsinki.

Methods: Obtaining story preferences through questionnaires and interviews.

Duration: 1957-1958

Investigators: Eugene L. Gaier, Ph.D., Assistant Professor of Psychology, Louisiana State University, Baton Rouge, La.

Conducted by: Fulbright Commission; University of Helsinki, Helsinki, Finland.

Reference: Research Relating to Children, Bulletin No. 7, page 19, paragraph 2.

67. Title: "Children's Beliefs about Illness and Hospitalization"

Purpose: Children may differ in emotional reaction to illness and / or hospitalization because of children's varying interpretations of these experiences. This study will attempt (1) to investigate in what terms children think of organic illness, i.e., what caused it, how it will be cured, who is "to blame", in what way they are ill, etc.; (2) to explore systematically the kinds of expectations children have prior to hospitalization; (3) to study these factors in terms of their effect upon adjustment to hospitalization.

Subjects: Pediatric patients of Children's Medical Service, Massachusetts General Hospital.

Methods: Interview (structured) of parents and patients.
Behavior Rating Scales. Projective tests. Observation of child while hospitalized.
Publication references: Monograph 1958, for the Elizabeth McCormick Foundation.
Duration: 1957-1958.
Investigators: Elizabeth Gellert, Ed.D., Research Fellow in Psychology, Department of Psychiatry, Massachusetts General Hospital, Boston, Massachusetts.
Conducted by: Elizabeth McCormick Foundation; Children's Medical Service and Department of Psychiatry, Massachusetts General Hospital.
Reference: Research Relating to Children, Bulletin No. 7, page 114, paragraph 3.

68. Title: "A Comparison of Parental Attitudes of Mothers of Schizophrenic, Brain-Injured, and Normal Children"
Purpose: To study an aspect of two rather divergent views of the etiology of the childhood schizophrenias: (1) that the maternal attitudes are crucial to the genesis of this condition, (2) that factors such as heredity and lack of integration of the nervous system are primary. Latter group suggests thats that "pathological" maternal attitudes might develop as a reaction to having a sick child and not as a cause. If these attitudes arise as a result of dealing with a sick child, they should be discernible in mothers with similarly disordered but differently diagnosed children, whose disordered behavior is presumably not caused by mothers' attitudes and behavior.
Subjects: Fifteen mothers of hospitalized schizophrenic children; fifteen mothers of hospitalized brain-injured and retarded children with comparable behavior; twenty-six mothers all of whose children are doing well in public school and none of whom have any history of psychiatric, neurological, or chronic disorder.
Methods: Each mother completed Parental Attitude Research Instrument (Schaefer and Bell) and was interviewed for family history. Each patient's mother was interviewed about her feelings about this pregnancy, first realization of difficulty, support of husband, difficulties in managing child, reaction of others, feelings of causation, feelings of guilt, hope for the future, etc.
Findings: Only the PARI findings have been analyzed as yet. Findings cast doubt upon the hypothesis that maternal attitudes are the cause of childhood schizophrenia. On samples used, it was found that mothers faced with comparably disturbed behavior will manifest comparable attitudes toward child rearing and the family. There are many qualifications and elaborations to be added to the above which should not just be baldly stated.

Publication references: American Orthopsychiatric Association meeting, 1958.

Duration: 1955-1958.

Principal Investigators: Lewis B. Klebanoff, Ph.D., Mental Health, Coordinator, Massachusetts Division of Mental Hygiene, Massachusetts State Department of Mental Health, and Postdoctoral Fellows, Harvard School of Public Health, Boston, Massachusetts.

Conducted by: Psychology Department, Boston University: Mass. Division of Mental Hygiene; Drs. Earl S. Schaefer and Richard Q. Bell, Public Health Service, U.S. Dept. of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 7, page 102, paragraph 3.

69. Title: "Continuity and Change in Coping Methods"

Purpose: Better concepts are needed for dealing with questions of how people at any age handle their problems, conflicts, and anxieties, and for developing an adequate picture of the assets and liabilities in a personality, and, in psychiatric work, the resources a person could utilize in reaching a better adjustment. This is an intensive pilot study to analyze the relations between the child's way of coping with problems, his persistent motor, emotional and mental characteristics or "temperament", and his life experiences. Where standard tests are used (such as Binet, Bener-Gestalt, etc.) the focus of attention is on the orienting of self, way of handling success or failure, or difficulties due to sensitivity or limitations in any area, range of satisfactions shown and ways in which these are utilized, interactions of difficulties and resources or satisfactions and orchestration of direct coping efforts with defense mechanisms.

Subjects: Thirty young children, aged two to six (studies as infants by Dr. Sibylle Escalona), tested and observed in natural life situations.

Publication references: Books or monographs by Murphy and Tibout, Miller and Weissenberg, and Escalona and Heider.

Duration: 1953 - continuing.

Investigators: Lois Barclay Murphy, Ph.D., Consulting Psychologist, and Assistants, Menninger Foundation, Topeka, Kansas.

Conducted by: Public Health Service, U.S. Department of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 5.

70. Title: "Ego Psychology and Psychotherapy of Borderline and Psychotic Children"

Purpose: To study the recovery process of borderline and psychotic children in psychoanalytic psychotherapy; to investigate ego changes; and to discuss technical innovations more appropriate for severe childhood disorders, such as childhood schizophrenia.

Subjects: Approximately 10 to 15 severely disturbed children between 5 and 14 years of age, inpatients at the Southard School.

Methods: Study of process records; conferences with psychotherapists; study of comparative test findings; raw data concerning the living situation of the child as compiled from the patient's chart.

Publication references: American Journal of Orthopsychiatry, July July 1954;
Bulletin of the Menninger Clinic, November 1952 and May 1955;
Psychoanalytic Study of the Child, Vol, 9, 1955.
Monograph in Journal of the American Psychoanalytic Association, 1957.

Duration: 1949 - indefinite.

Investigators: Rudolf Ekstein, Ph.D., Training Analyst, Topeka Institute for Psychoanalysis; Helen Sargent, Ph.D., Senior Psychologist, Menninger Foundation; Judith Wallerstein, M.S.W., and Dorothy Wright, M.S., Psychiatric Social Workers, Southard School, Menninger Foundation; Topeka, Kansas.

Conducted by: Division of Child Psychiatry, Menninger Foundation.

Reference: Research Relating to Children, Bulletin No. 4, page 63, paragraph 1.

71. Title: "The Role of the Self-Concept in Childhood"
Purpose: To define adequate research techniques for the measurement of the self-concept in latency-age children. It is hoped that meaningful relationships between the self-concept of children and other aspects of adjustment will be found. The stability of the self-concept in childhood needs to be explored in order to fill gaps in self-concept research during the past few years.

Investigators: Mary S. Engel, Ph.D., Research Fellow, Menninger Foundation, Topeka, Kansas. (Under direction of Gardner Murphy, Ph.D., Director of Research, Menninger Foundation.)

Conducted by: Public Health Service, U.S. Department of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 6, page 50, paragraph 2.

72. Title: "Investigation of Relationships Between Expressed and Covert Maternal Attitudes and Personality of Children."
Purpose: To try to establish the presence or absence of relationship between expressed and covert attitudes of mothers, and the behavior and personality of their kindergarten children.

Subjects: Thirty-nine mothers of "normal" population and thirty-nine kindergarten children in an elementary school.

Methods: Interview and testing of mothers; psychological examination of children; teacher's evaluation of children's behavior in school situation.

Duration: 1953-1958.

Investigators: Doris Schulman (Ph.D. Candidate), School Psychologist, Bureau of Child Guidance, New York City Board of Education, Brooklyn, N.Y.

Reference: Research Relating to Children, Bulletin No. 6, page 64, paragraph 3.

73. Title: "Demonstration Project on Volunteers".

Purpose: To study effectiveness of volunteers in group work and recreational agencies by testing and evaluating which patterns of recruitment, screening, placement, and training produce most effective type of volunteers; to study volunteers in different work situations provided by specified standards and to explore specifically how different patterns relate to a comparison of performance, number, and attitudes of volunteers. Also to compare volunteers recruited by different types of agencies and by joint efforts through a central community volunteer office.

Subjects: Selected group work and recreational agencies in the Williamsburg community of Brooklyn, New York, and volunteers indigenous to this community. Study is limited to "service" volunteers involved in programs for 10 to 18-year-old youngsters.

Methods: Questionnaires to volunteers and to agencies. Exploratory interviews with agency officials. Process records of meetings, supervisory evaluations, processing of data, and statistical analysis.

Duration: 1956-1959.

Investigators: Kurt Sonnenfeld, M.S.W., Director, Demonstration Project on Volunteers, and Harold Goldblatt, M.A., Research Sociologist, New York City Youth Board, New York, N.Y.

Conducted by: Leisure-time agencies in the Williamsburg community.

Reference: Research Relating to Children, Bulletin No. 6, page 122, paragraph 3.

74. Title: "Development of Visual and Tactual Recognition -- Acquisition Characteristics"

Purpose: To train groups with differential initial recognition skill to operational criteria of equality and then to test for recognition facility under conditions where cues are reduced, interference is introduced, time factors are manipulated, etc. This design will permit the specification of a number of important functional relationships and serve as a limited check on certain cognitive theoretical assertions.

Subjects: Children and adults, normal and selected pathology.
Investigators: Eugene S. Gollin, Ph.D., (formerly, Institute of Child Welfare, University of Minnesota), Assistant Professor, Department of Psychology, Queens College, Flushing, N.Y.
Reference: Research Relating to Children, Bulletin No. 6, page 122, paragraph 3.

75. Title: "Social Science and Parent Education"
Purpose: The following are the board objectives of the program: to assess the objectives of parent education; to assess the theory and assumptions involved, and the source of these; to consider ways in which social science theory may be related to parent education, in an effort to broaden the theoretical basis; to assess the value of social science research findings for parent education; to carry out pilot research on several key problems which involves the integration of social science and parent education theory and methods.

Subjects: Largely, workers in the field of parent education nationally, and New York City area parents.
Methods: Content analysis, survey, interview, experimental small group and mass communication studies.
Duration: 1955-1958.
Investigators: Orville G. Brim, Jr., Ph.D., Project Director, Social Science and Parent Education, New York, N.Y.
Conducted by: Russell Sage Foundation; Child Study Association of America; Department of Sociology and Anthropology, New York University.
Reference: Research Relating to Children, Bulletin No. 4, page 46, paragraph 3.

76. Title: "Perceptual and Response Abilities of Mentally Retarded Children"
Reference: Research Relating to Children, Bulletin No. 6, page 26, paragraph 3.

76A Title: "Personality Development of Premature Infants"
Purpose: A pilot study to determine cause and possible treatment of personality disorders in premature children.
Subjects: Forty premature infants, Premature Center, Mount Sinai Hospital.
Methods: Team approach study (child psychiatrist, pediatrician, psychologist, social worker, neurologist, nurse) of: prenatal factors in parents, especially of mother; early psychological, neurological and physiological reactions, and development of infant; postnatal and post-hospitalization development of infant; postnatal reactions of mothers.
Duration: 1954 - indefinite.
Investigators: Abram Blau, M.D., Attending Psychiatrist, Mount Sinai Hospital, New York, N.Y.

77. Title: "Antecedent Conditions of Anxiety in Children"
Reference: Research Relating to Children, Bulletin No. 4,
page 51, paragraph 1.

78. Title: "Child-Rearing Practices and Parental Personality"
Purpose: To analyze relationships between personality characteristics and adjustment of a group of parents (as revealed by their responses to the Minnesota Multiphasic Personality Inventory) and the patterns of child-rearing practices they report using in dealing with their children.
Subjects: Three-hundred sets of parents who volunteered in several midwestern communities.
Methods: Uniform interview data covering a variety of child-rearing practices, parental attitudes, and child behavior. All parents interviewed separately by an experienced clinical interviewer and responses coded. MMPI also administered to each parent.
Duration: 1956-1959.
Investigators: Leonard D. Goodstein, Ph.D., Associate Professor of Psychology, State University of Iowa, Iowa City, and W. Grant Dahlstrom, Ph.D., Associate Professor of Psychology, University of North Carolina, Chapel Hill, N.C.
Conducted by: Graduate College, State University of Iowa; Louis W. and Maud Hill Family Foundation; Public Health Service, U.S. Department of Health, Education, and Welfare.
Reference: Research Relating to Children, Bulletin No. 7.

79. Title: "Psychological Growth Trends as Expressed in Personality, Perceptual, and Intellectual Development"
Purpose: To study the relation between personality development and perceptual and intellectual development and to investigate the influence of early family experiences upon psychological growth.
Subjects: Cross-sectional studies have been carried out with separate groups of approximately thirty boys and thirty girls at ages 8, 10, 11, 12, 13, 15, and 17. Longitudinal studies have been carried out with one group first seen at age 10 and later restudied at ages 13, 14, and 17; and with a second group first seen at age 8 and later restudied at age 13. All subjects were volunteers from neighborhood public elementary and high schools.
Methods: Series of specially devised perceptual tests, projective tests (Rorschach, TAT, Figure-Drawing Test, Miniature-Toys-Play Test), interview, and intelligence tests. Interviews also conducted with the mother in the home.

Findings: Extreme perceptual field dependence (a tendency to be influenced by the surrounding visual field) represents a relatively primitive way of perceiving and it seems to occur in children who give evidence of having made less progress toward self-differentiation in their personality development. Passive, field-dependent children also function at a lower intellectual level than active, independent children, and they more commonly have mothers who may be characterized as limiting the child's opportunities for growth. The hypothesis being followed in further studies is that interference with self-differentiation, resulting from growth-constructing forces during development, is reflected cognitively both in field dependence, which is an earlier way of perceiving, and in a lower level of intellectual functioning.

Duration: 1942-1961.

Investigators: Herman A. Witkin, Ph.D., Associate Professor, H.F. Faterson, Ph.D., Associate Professor, D.R. Goodenough, Ph.D., Assistant Professor, R.B. Dyk, M.S., Instructor, Z.S. Klapper, Ph.D., Assistant Professor, Department of Psychiatry, Downstate Medical Center, State University of New York, Brooklyn, N.Y.

Conducted by: Downstate Medical Center, State University of New York; Public Health Service, U.S. Department of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 4, page 29, paragraph 1.

80. Title: "Effect of Hyperbilirubinemia on Premature Infants"

Purpose: A follow-up study of two groups of premature infants. One group will be prematures with high levels of bilirubin in the blood and the other, prematures with negligible quantities. Further, a special effort will be made to search for evidence of distinctive intellectual and emotional patterns which might be induced by organic brain damage in infancy.

Methods: Both groups will be followed carefully with attention directed toward their physical, intellectual, and behavioral development. The two groups will be compared with each other and with siblings. This study will be carried out in a double-blind manner. Particular attention will be paid to the development of mental retardation and cerebral palsy.

Investigators: Alfred M. Freedman, M.D. Psychiatrist, Department of Psychiatry, and Richard Day, M.D., Pediatrician, Walter O'Connor, M.D., Pediatrician, Lila Ghent, Ph.D., Psychologist, Department of Pediatrics, State University of New York Downstate Medical Center, Brooklyn, N.Y.

Conducted by: United Cerebral Palsy Research and Educational Foundation.

Reference: Research Relating to Children, Bulletin No. 5,
page 15, paragraph 2.

81. Title: "Comparative Study of Performance of Intellectually Retarded and Normal Boys on Selected Tasks Involving Learning and Transfer of Learning"

Purpose: To test the hypothesis and subsequent predictions that differences in achievement and intelligence test performance observed in mentally retarded and normal children of similar mental ages are related to differences in progress that these groups make in learning and transfer tasks of varying levels of complexity, difficulty, and abstractness. In learning and transfer tasks (1) which primarily involve sensorimotor performance or simple information dependent upon past experience mentally retarded children will make greater progress than children of normal or higher but similar mental ages; (2) which involve simple relationships and simple arbitrary rote associations there was no significant difference in the progress made by the two groups; (3) which involve more complex relationships, logical reasoning and relatively abstract concepts, children of normal or higher intelligence will make greater progress than mentally retarded children of similar mental ages.

Methods: Performance measured by: number of trials to the criterion of learning in each of the learning tasks and transfer conditions; number of errors in card sorting and paired associates tasks and their associated transfer conditions. Following statistical tests made in appropriate situations: test for matched pairs, analysis of variance, analysis of covariance, Pearson product moment correlation coefficient, and tests of the significance of the obtained correlation coefficients. All decisions based on the 5 per cent level of significance.

Investigators: William M. Cruickshank, Ph.D., Director, Education of Exceptional Children, Syracuse University, Syracuse, N.Y.

Conducted by: Office of Education, U.S. Department of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 6,
page 28, paragraph 3.

82. Title: "Structure of Attitudes of Parents of Mentally Retarded Children"

Purpose: To study the structure of parental attitudes toward mentally retarded children and ways and means to effect changes.

Subjects: One hundred and twenty parents from middle socio-economic level in Syracuse, Rochester, Schenectady, and Binghamton.

Methods: Each parent receives an interview, attitude inventories, and personality tests. One group receives short-term (5-day period) intensive counseling; another group three months' counseling at the rate of twice a month; another group six months' counseling at the rate of once a month; while a control group is left in the community. Two post-testing periods will be used to measure changes.

Investigators: Louis Fliegler, Ph.D., Assistant Professor of Special Education, and William M. Cruickshank, Ph.D., Director of Education of Exceptional Children, Syracuse University, Syracuse, N.Y.

Conducted by: Office of Education, U.S. Department of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 6, page 41, paragraph 2.

83. Title: "Authoritarian Patterns in Parents of Disturbed Children"

Purpose: Previous research has shown that parents of adult schizophrenics were much more authoritarian in their attitudes than were the mothers of nonschizophrenic children. The present investigation is geared to evaluate whether the authoritarian emphasis upon conformity, conventionality, achievement, and aggressiveness is present in the parents of disturbed children also, or only in those who become schizophrenic.

Subjects: Experimental group: mothers of 80 children (40 in grade school and 40 in high school) who have been referred to the school psychologist, counselor, or psychiatrist, because of their disturbed or deviant behavior. Control group: mothers of 80 children of comparable backgrounds who have not been reported as needing help. All subjects are from a semirural sample from Indiana, Pennsylvania.

Methods: The 30-item F Scale (Form 45) administered by a school psychologist and a counselor. Mean scores calculated for the different groups and the significances of the difference between the means tested. In addition, a 2x2 and a 2x4 Chi-square will be calculated for each item (agree versus disagree x each group) to determine any differential response to the different items. The pattern that is involved will be compared with the pattern previously found to be significantly different for the mothers of schizophrenics.

Duration: 1956 - 1957.

Investigator: Jack Dworin, Ph.D., Director, Psychological Services, Torrance State Hospital, Torrance, Pa.

Conducted by: Indiana County Public School System.

Reference: Research Relating to Children, Bulletin No. 5, page 49, paragraph 2.

84. Title: "Relationship of Certain Behavioral Characteristics to Aural Perception"

Purpose: To determine the relationship of an individual's ability to: (1) perceive reality (2) tolerate ambiguity; (3) resist suggestion; (4) assert his independence; and (5) tend toward authoritarianism.

Subjects: High school students, 64 from Detroit, Michigan, 91 from Fyffe, Alabama, either ninth or twelfth graders, all white, and with a fairly even distribution of boys and girls.

Methods: Three tests: audiometer (to screen out defective hearers); F-scale, to measure tendency toward authoritarianism; and a sound test on magnetic tape consisting of 34 different sounds (designed to evoke responses which will show the way people perceive, as related to the cultural situation from which they come and their tendency toward authoritarianism.)

Findings: Persons from a homogeneous cultural situation (Alabama group) are less able to perceive reality, resist suggestion, assert their independence, as measured in this study. Also they score higher on the authoritarian measure. (All of these differences are significant at .001 level). There is some relationship between the behavioral traits mentioned, though it is quite low.

Publication references: Will be available on microfilm, University of Florida.

Duration: 1956-1957.

Investigators: Jack R. Frymier, Ed. D. Candidate, University of Florida College of Education, Gainesville, Fla.

Reference: Research Relating to Children, Bulletin No. 6, page 56, paragraph 2.

85. Title: "A Community Survey of Adjustment and other Personality Dimensions"

Purpose: To analyze personality structure at the six to eight-year level. To develop questionnaire and objective test measures of personality for this age level.

Subjects: Two mixed-sex samples of first and second grade children, 151 and 198 children, respectively. Two smaller follow-up studies of about 100 children each at the third, fourth, and fifth grade level.

Methods: Factor analysis of questionnaire data, objective test data, parents' ratings, and teachers' ratings. Factor analysis of factor scores pooled from the different media. Construction of factored questionnaire scales with follow-up work aimed at elucidation and standardization of these.

Duration: 1955-1957.

Investigators: Raymond B. Cattell, Ph.D., Research Professor, and Richard W. Coan, Ph.D., Research Associate, Department of Psychology, University of Illinois, Urbana, Illinois.

Conducted by: Illinois State Department of Public Welfare.
Reference: Research Relating to Children, Bulletin No. 6, page 45, Paragraph 3.

86. Title: "Social Visibility"
Purpose: To investigate the process by which individuals become known to a group. Social visibility has three categories: positive visibility, negative visibility, and invisibility. It is believed that visibility patterns are related to various group referent skills possessed by the individual.
Subjects: Twenty nursery school children, University of Massachusetts Nursery School.
Methods: Modified sociometric techniques. Time sampling -- observations of children in free play situations, measures of linguistic skills, motor skills, and physical characteristics.
Duration: 1958.
Investigators: Edward Clifford, Ph.D., Instructor, Psychology Department, University of Massachusetts, Amherst, Mass.
Conducted by: Research Council University of Massachusetts.
Reference: Research Relating to Children, Bulletin No. 7, page 22, paragraph 3.

87. Title: "A Comparison of Parent-Child Relationships in Lower and Middle Socio-Economic Strata"
Purpose: To determine the patterns of parent-child relationships in a normal urban population. More specifically: to compare families from the middle and lower socio-economic strata with respect to authority and discipline, affectional relations, parental structuring of the child's activities, parent's orientation to the parental role, and parents' evaluation of their children, especially on those characteristics that they themselves regard as most important.
Subjects: A stratified random sample of 200 families from the middle socio-economic strata and 200 from the lower strata.
Methods: Structured interviews are being conducted with the mother in each of the 400 families. In a randomly selected 100 families, the father and one child are also being interviewed.
Duration: 1955-1958.
Investigators: John A. Clausen, Ph.D., Chief; Melvin L. Kohn, Ph.D., Chief, Section on Community and Population Studies; Laboratory of Socio-environmental Studies, National Institute of Mental Health, Public Health Service, Department of Health, Education, and Welfare, Washington, D.C.
Reference: Research Relating to Children, Bulletin No. 4, page 52, paragraph 2.

88. Title: "Relationship Between Authoritarian Attitudes and Stereotyping in Children"

Purpose: To investigate Frenkel-Brunswik's hypothesis that authoritarian attitudes are related to intolerance of ambiguity, which in the cognitive sphere is expressed by "black and white stereotyping." To determine effects of age and intelligence on stereotyping in children.

Subjects: Eighty-five students, age 8-12, in a private elementary school.

Methods: Subjects administered a questionnaire of eight favorable and eight unfavorable stereotypes about Negroes, To control for "acquiescence," One half of the stereotypes were stated in the positive form (e.g., All Negroes are smart) and one half in the negative form (e.g. No Negro is lazy). Gough's Antidemocratic Scale for Children (CADS) and Wechsler's Intelligence Scale for Children also administered.

Findings: There was no significant relationship between subjects' CADS scores and stereotype scores. A significant negative correlation between stereotyping and intelligence and between stereotyping and age was noted. The greatest decrease in stereotyping occurred between 9 and 10, with very little change at subsequent age levels.

Publication references: American Psychological Association meetings, 1956.

Duration: 1956-1957.

Investigators: Aron Wolfe Siegman, Ph.D., Associate Professor and Director, Psychological Clinic, Bar-Ilan University, Tel-Aviv, Israel. (Formerly, Departments of Psychiatry, and Psychology, University of North Carolina.)

Conducted by: Westchester Day School, Mamaroneck, N.Y.

Reference: Research Relating to Children, Bulletin No. 6, page 21, paragraph 1.

89. Title: "Relationships of Parent Personality to Emotional Disorders of Children"

Purpose: To study relationship between emotional disturbances in children and personality dynamics, attitudes, and behavior toward the child in their parents.

Subjects: Thirty mothers and thirty fathers of children of different diagnostic classifications.

Methods: Psychiatric interviews, psychological tests W.A.I.S., Rorschach, T.A.T.) Parental Attitude-Questionnaire, and Parent Behavior Rating Scales on all parents.

Duration: 1956 - indefinite.

Investigators: Clyde B. Simson, M.D., Chief Psychiatrist, Eli Z. Rubin, Ph.D., Chief Psychologist, Bernard Guerney, Ph.D., Staff Psychologist, and Ruth M. Barron, M.S.S., Chief Social Worker, Children's Services, Lafayette Clinic; Child Research Center of Michigan; Detroit,

Michigan (Reported by John M. Dorsey, M.D., Professor of Psychiatry, Wayne State University College of Medicine.)

Reference: Research Relating to Children, Bulletin No. 6, page 67, paragraph 2.

90. Title: "A Study of mothers of premature infants, Meharry Medical College, L.M. Gunter, December 1958"

Reference: National Science Foundation (Washington 25, D.C.) Fourteenth Report, March 31, 1958.

91. Title: "Studies of Children Showing Injury Patterns, Tulane University, I.M. Marcus, May 1958"

Reference: National Science Foundation (Washington 25, D.C.) Fourteenth Report, March 31, 1958.

92. Title: "Neurologic Assessment of Deaf and Aphasic Children"

Purpose: To investigate the over-all neurologic integrity of children with disorders of communication, and the etiologic background for the disorders.

Subjects: One-hundred eighty-eight deaf and aphasic children enrolled in full-time classes at Central Institute for the Deaf during the academic years 1954-1955 and 1955-1956.

Methods: Each child given a physical neurologic examination, waking EEG, caloric test of vestibular function, and routine skull x-rays. Thorough medical and developmental histories also secured. Information from these studies combined with data from routine audiometric, psychometric, and educational achievement examinations.

Publication references: Five separate papers in Laryngoscope or other otologic journal, and Neurology or other neurologic journal.

Duration: 1955-1957.

Investigators: Robert Goldstein, Ph.D., Research Associate, and Frank R. Kleffner, Ph.D., Assistant Director, Department of Speech Pathology and Correction, Central Institute for the Deaf; William M. Landau, M.D., Assistant Professor of Neurology, Washington University School of Medicine; St. Louis, Mo.

Conducted by: Central Institute for the Deaf; Public Health Service, U.S. Department of Health, Education and Welfare.

Reference: Research Relating to Children, Bulletin No. 6, page

93. Title: "Temporal Factors in Audition"

Purpose: Attempt to discover and analyze ways in which the physical dimension of time affects and / or controls aspects of perception, particularly auditory perception. Completed studies indicate that the judgment of duration is more dependent on auditory than on visual stimulation. Several parameters that affect these judgments are under study. Preliminary experi-

ments suggest that perception of rhythmic patterns through the auditory, tactual, and visual sense modalities depends upon the modality, the above order being from best to worst. Another approach to such comparison is being made through the measurement of tactual perception of rhythmic patterns by groups of normal, blind, deaf and aphasic children. Long-term studies on dependence of speech perception on several time-varying quantities will continue.

Duration: 1955 - not reported.
Investigators: Hallowell Davis, M.D., Director of Research, Ira J. Hirsh, Ph.D., Research Assistant, Research Associates, Central Institute for the Deaf, St. Louis, Mo.
Conducted by: Public Health Service, U.S. Department of Health, Education and Welfare.
Reference: Research Relating to Children, Bulletin No. 5, page 12, paragraph 2.

94. Title: "Assessment of Superego Functioning"
Purpose: To develop a story-completion technique for assessment of superego functioning.
Methods: A series of incomplete stories will be developed which pose conflicts in the four areas of taking and keeping, sexuality, hostility (aggression), and autonomy or independence. Completions of these stories by children showing various patterns of emotional disturbance will provide material for analysis. By analysis of these responses, in conjunction with clinical case material available on these children, a schedule for analysis will be developed. When this has been accomplished, it is planned to employ the method for validation of hypotheses concerning superego functioning by comparing groups differing from one another to overt symptomatology, character structure as delineated by diagnostic and therapeutic study, and / or circumstances of early development (strength and nature of early identifications, etc.)
Investigators: Charles B. Woodbury, Ph.D., Research Fellow, and Samuel Waldfogel, Ph.D., Director of Research, Judge Baker Guidance Center, Boston, Mass.
Conducted by: Public Health Service, U.S. Department of Health, Education and Welfare.
Reference: Research Relating to Children, Bulletin No. 6, page 44, paragraph 2.

95. Title: "Current Practices in the Estimation of Mental Capacities and Emotional Stability of Certain Types of Handicapped Children"

Purpose: An attempt to survey, in a selective manner, current practice of certain institutions or organizations in California with relation to the estimation of mental capacity and emotional stability of certain types of handicapped children (cerebral palsied, hard of hearing, epilepsy, and a general classification of other handicaps such as heart conditions, orthopedic conditions, etc.).

Subjects: Sample of 15: one state institution caring for the physically handicapped, one National foundation, one university, one county school and 11 selected cities (two having population of over 400,000, seven 80,000 and 300,000, and two under 25,000.)

Methods: Questionnaire to 15 agencies who reported use of numerous psychological tests administered by classroom teacher, psychometrist, psychiatrist, and psychologist; consultation; observation.

Findings: Primary problem in this area is one of validity. Widespread of tests used raised a question of validity. Very great scarcity of validating material. There is doubt whether transference of validating material such as used to develop the Stanford-Binet from normal to handicapped children is justifiable. A great deal more exploration is needed before fairly accurate estimates can be made as to what constitutes normality. Second major area for consideration in study of handicapped, as well as normal, by individual testors, is whether these testors are both well trained and experienced. Prevalence of psychometrists and psychologists gives some confidence in the idea that the administration is probably superior to the validity of the instruments.

Duration: Completed 1955.

Investigators: Dr. Edwin C. Clark, Director of Research, Burbank Schools, Burbank, Calif.

Reference: Research Relating to Children, Bulletin No. 3, page 27, paragraph 2.

96. Title: "Orinda Vision Study"

Purpose: Evaluation of efficiency of various screening methods used in schools, over a period of 3 years against standard of combined ophthalmologic-optometric diagnoses.

Subjects: Children of Orinda School District

Investigators: Henrik L. Blum, M.D., Health Officer, Contra Costa County; O.D., Clinical Instructor of Optometry, University of California, Berkeley California; Victor Fellows, Jr., M.D., Clinical Instructor in Ophthalmology, Stanford University Medical School, San Francisco, California.

Conducted by: Children's Bureau, Social Security Administration, U.S. Department of Health, Education, and Welfare

Reference: Research Relating to Children, Bulletin No. 7, page 109, paragraph 2.

97. Title: "Tactile Perception of Rhythmic Patterns in Normal, Blind, Deaf, and Aphasie Children"
Purpose: To determine whether or not auditory experience (background) is a necessary factor in the perception of rhythm, which can be regarded as a dimension of time perception.
Subjects: Ten children each from: Central Institute for the Deaf (deaf and aphasie); Missouri School for the Blind (blind); Stix Public School, St. Louis (normal).
Methods: Series "A" of the Rhythm Test of the Seashore Measures of Musical Talents was presented tactiley for a series of ten trials. Scores were compared with respect to over-all performance between and among groups.
Publication references: Results will be submitted for publication soon.
Duration of project: 1955-1956.
Investigators: Joseph Rosenstein, M.A., Research Assistant, Central Institute for the Deaf, St. Louis, Mo.
Conducted by: Public Health Service, U.S. Department of Health, Education and Welfare.
Reference: Research Relating to Children, Bulletin No. 4, page 86, paragraph 2.

98. Title: "An Evaluation for Different Standards of Reference In School Vision Screening"
Subjects: Entire public school population in a community of approximately 36,000 (Bristol, Connecticut), during 1955-1956 school year.
Methods: Vision screening test; examinations by and office records of ophthalmic practitioners.
Duration: 1955-1956.
Investigators: Hollis M. Leverett, Ed. M., Psychologist, Research Department, American Optical Company, Southbridge, Mass.
Reference: Research Relating to Children, Bulletin No. 4, page 110, paragraph 3.

99. Title: "Self-Acceptance in Parents and Children"
Purpose: To study parents' self-acceptance and acceptance of their children as possible determinants of children's acceptance of themselves.
Subjects: Seventy-six children comprising the eighth and ninth grades in a university school, and one or both parents of 53 of these children.
Methods: Ratings of actual self and of ideal self obtained from all subjects. Parents supplied ratings of their child and of the ideal for the child. All of these ratings were made on 52 items selected to be representative of dimensions of personality description found in factor analytic studies. Comparison of actual self and ideal self-ratings gave rise to quantitative estimates of self-acceptance in both

parents and children, while comparison of the actual-child and ideal-child ratings made by the parents gave rise to estimates of acceptance of child by parents. Children's self-acceptance was studied in relation to both parental self-acceptance and parental child-acceptance.

Findings: Low, but statistically significant, correlations between parental child-acceptance and children's self-acceptance. No significant relationships between parental self-acceptance and children's self-acceptance appeared.

Duration: 1956-1957.

Investigators: Malcolm M. Helper, Ph.D., Clinical Psychologist, Nebraska Psychiatric Institute, University of Nebraska College of Medicine, Omaha, Nebraska (Reported by Jerman W. Rose, M.D., Clinical Director, Children's Services, Nebraska Psychiatric Institute.

Reference: Research Relating to Children, Bulletin No. 6, page 66, paragraph 3.

100. Title: "Correlation Between Early Testing of Infants and Intelligence Tests Given These Same Children at School Age"

Reference: Research Relating to Children, Bulletin No. 6, page 16, paragraph 1.

101. Title: "A Survey of Physical Education and Recreation Activities Offered to Physically Handicapped Children"

Purpose: To determine the type of physical education and recreation activities offered and to gather data regarding games available for physically handicapped children.

Methods: Questionnaire. Survey of existing hospitals and treatment centers for handicapped children.

Duration: 1956

Investigators: Donald L. McCain, M.A., Director of Physical Education, Crippled Children's Hospital and School, Sioux Falls, S. Dakota. (Reported by E.B. Morrison, Director, Crippled Children's Hospital and School.)

Reference: Research Relating to Children, Bulletin No. 5, page 84, paragraph 3.

102. Title: "Adjustment of a Blind Four-Year-Old Child in a Nursery Group of Seeing Children"

Purpose: To study: steps and phases of social adjustment of a blind child to a group of seeing children; attitudes of the group towards the blind child.

Subjects: A three-and-a-half year-old girl, blind since birth, who had not had opportunities to associate with peers before entry into a nursery group of 15 children of approximately the same age.

Methods: During two years of enrollment, the blind child was observed by students trained in techniques of observation. During first year a running record of minute-to-minute observations was accumulated. Six sociograms were taken at regular intervals. In the second year, observations were limited to four periods of 20 minutes each week during free play activities, the same as every child in the group. Again, six sociograms were taken at regular intervals.

Findings: During the first year we noted three phases in adjustment clearly differentiated, even when there was noticeable overlapping. During the first three months the child was withdrawn, submissive, passive; then there developed a phase of uncalled for hostility and passive aggression which gradually changed into a phase of healthy assertiveness. Our subject developed leadership qualities, based on high average intellectual endowment and lively imagination. During the second year subject's records seemed to show trends similar to other nursery group children. She was fully accepted, could not be distinguished from other children, and participated fully in all play activities, including exercise games.

Duration: 1953 - 1956.

Investigators: Wally Reichenberg-Hackett, Ph.D., Assistant Professor, Duke University, Durham, N.C.

Conducted by: Child Study Laboratory, Department of Psychology, Duke University.

Reference: Research Relating to Children, Bulletin No. 4, page 44, paragraph 1.

103. Title: "Blindness in Mental Deficiency -- A Study of Causative Factors of Mental Deficiency in Blind Children"

Duration: 1956 - not reported.

Investigators: Clemens E. Benda, M.D., Director of Psychiatry and Research, and Leon S. Medalia, M.D., Research Associate, Walter E. Fernald State School, Waltham, Mass.

Reference: Research Relating to Children, Bulletin No. 6, page 24, paragraph 4.

104. Title: "Influence of Cultural Values and the Family on the Mental Health or Illness of the Individual"

Purpose: To investigate relations between emotional problems of psychologically disturbed children and conflicts within family, and relations between conflicts in family with ethnic and class variation. This empirical investigation is part of larger interest in epidemiology of mental illness, including "choice" of illness, and in development of more precise theory.

and conceptual tools in borderland known as "culture and personality."

Subjects: Members of 20 lower-middle class families of Irish, Italian, and "Old American" extraction. Half are located in Child Psychiatry Clinic of Children's Hospital ("sick" families), matched with half located in Child Health Unit of Children's Medical Center ("well" families).

Methods: Families in Clinic are under therapy. Child psychiatrist sees child, psychiatric social worker sees mother, research sociologist sees father, grandparents, and collateral family members. Parallel team of interviewers sees "well" families and similarly records all interview. Interviews, frequently held in the home, recorded and analyzed. Process analysis of raw interview data done in terms of three levels of interaction: intrapsychic mechanisms, social roles and cultural value orientation.

Duration: 1954 - 1957.

Investigators: John P. Spiegel, M.D., and Florence R. Kluckhohn, Ph.D., Lecturers in Social Relations, Harvard University, Cambridge, Mass.

Conducted by: Department of Social Relations, Laboratory of Social Relations, and Medical School, Harvard University; Child Psychiatry Clinic, Children's Hospital; Child Health Unit, Children's Medical Center; Public Health Service, U.S. Department of Health, Education and Welfare.

Reference: Research Relating to Children, Bulletin No. 4, page 52, paragraph 4.

105. Title: "Analysis of Integrative Behavior of the Handicapped"

Purpose: An exhaustive study of the behavior of children and adults with various handicapping conditions in order to set forth principles associated with the conditions and suggest ways and means of handling.

Subjects: Preschool children and adults with hearing, sighted and cardiac conditions -- 10,000 each; 500 hypo- and hyperthyroid -- all in Los Angeles county and city.

Methods: Hearing area only one completed. Children rated according to the frequency of behavior occurrence by Simmons Behavior Rating Scale. Control and study groups screened by 4CA audiometer.

Findings: Certain behavior traits are associated with children who have hearing losses in speech range. Integration made possible on basis of behavior traits begin handled before a definite behavior pattern is established. (Handicapped can have behavior of normal.)

Publication references: Sociology and Social Research, February 1955. Others planned.

Duration: 1954 - 1957.
Conducted by: Hearing Center of Metropolitan Los Angeles: Los Angeles City Health Department.
Investigators: John S. Simmons, Ph.D., (formerly) Assistant Director, Hearing Center of Metropolitan Los Angeles, California.
Reference: Research Relating to Children, Bulletin No. 6, page 46, paragraph 2.

106. Title: "Correlations Between Parent-Child Relationships and Problems in Children"
Purpose: To analyze data classifying and describing each child's problems and personality characteristics such as stealing, learning problems, shyness, etc., and types of parent-child relationships with each parent, such as overly-seductive, punitive, etc.
Subjects: Four hundred and seventy case studies of children having diagnostic work-ups at the Institute for Juvenile Research, seen by experienced psychiatrists, both parents of child living and in home without any neurological pathology.
Duration: 1954 - 1956.
Investigators: Maurice J. Rosenthal, M.D., Director, and Peter Less, B.A., Research Assistant, Institute for Juvenile Research; Philip Wenig, M.A., Chief Statistician; Ernest Ni, Ph.D., Research Consultant; Illinois State Department of Public Welfare, Chicago, Illinois. (Reported in An Inventory of Social and Economic Research in Health, 1956)
Conducted by: Department of Psychiatry, Institute for Juvenile Research; Statistical Department, Illinois State Department of Public Welfare; Mental Health Funds of the State of Illinois.

107. Title: "Effects of Hearing Losses upon Mentally Retarded Children"
Purpose: To investigate the incidence of hearing impairments among mentally retarded children to evaluate the effects of such impairments.
Subjects: Forty-eight children, age range 6-16, mean I.Q. 70, at Walter E. Fernald State School.
Method: Population screened for hearing loss. Audiological examinations at Boston hospitals. Control and experimental groups set up to determine effects of surgery, auditory training, hearing aids, etc.
Publication references: American Journal of Mental Deficiency, 58: 640-643, April 1954; further publication in the same Journal.
Duration: 1953 - 1956.
Investigators: Phillip W. Johnston, Ph.D., Head, Child Growth and Development, Massachusetts State Dept. of Public Health, Boston, Mass.; Malcolm J. Farrell, M.D., Superintendent, Walter E. Fernald State School, Waverly, Mass.

Conducted by: Massachusetts State Department of Mental Health; Children's Medical Center; Massachusetts Eye and Ear Infirmary; Massachusetts State Department of Public Health; Public Health Service, U.S. Dept. of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 4, page 23, paragraph 4.

108. Title: "An Experimental Attempt to Increase Independent Behavior in Blind Children by Modifying Parental Attitudes."

Investigators: Emily G. Willerman; Co-Director, Dorothy B. Berger; Field Investigator, Marietta Spencer, Services for the Blind (Division of Social Welfare)

Conducted by: Minnesota Division of Social Welfare, 117 University Ave., St. Paul 1, Minn.

Reference: Notice of Research Project, Bio-Sciences Information Exchange.

109. Title: "Ego Development in Children Without Vision Since Early Infancy"

Purpose: The child without useful vision since early infancy is frequently slow to develop in many areas of ego functioning. There may be retardation with disturbances in feeding sleep patterns, toilet training, communication with peers, and use of the problems arising from mother's inadequate understanding of how to teach the child who cannot learn through his use of vision, and how parental reactions toward blindness are translated into the child's concept of self and his level of functioning.

Subjects: Forty-five legally blind children in two nursery schools, 34 of whom have no useful vision.

Methods: Psychological and neurophysiological investigations. Psychiatric, nursery school, casework, and pediatric observations by nursery school teachers, social workers, psychologists, and psychiatrists, under the general supervision of the Chief Psychiatric Consultant of the agency.

Duration: Discontinued in 1957.

Investigators: Wilfred C. Hulse, M.D., Chief Psychiatric Consultant, Warren Fox, Ph.D., Psychotherapist, Harold Michal-Smith, Ph.D., Psychologist, and Max Pollack, Ph.D., Neuropsychological Consultant; Marie Anchel, M.A., Director, New York Nursery School; Florence Levine, M.A., Teacher in Charge, Norwalk Nursery School; Leona Moss, M.S.S., Case Supervisor, and Richard S. Blacher, M.D., Psychiatrist, Children's Services; New York Guild for the Jewish Blind, New York, N.Y.

Reference: Research Relating to Children, Bulletin No. 6, page 49, paragraph 3.

110. Title: "Relationships between Maternal Attitudes and Diagnostic Category of Child."

Subjects: Sixty-six emotionally disturbed children and their mothers.

Methods: Attitude scale administered to mothers. Interview with mothers. Mothers categorized as restrictive, lax, and overindulgent, moderate, or inconsistent. Children categorized as normal, neurotic, primary behavior disorder, or personality maladjustment on basis of complete diagnostic study. Relationships determined by means of Chi-square and t-ratio.

Duration: 1954 - 1956.

111. Title: "Social Concepts, Values, and Attitudes in Children"

Purpose: To supply data illuminating little-known aspects of the thought and feeling systems of young children, a "window" on aspects of contemporary urban Japan (as seen by children), and a basis for cross-cultural evaluation of social concept-value-attitude systems in American children.

Methods: Data concerning social concepts, values, and attitudes in children collected in Japan in 1954-1955. Research has three facets: (1) 300 five-year-olds interviewed 4 times each to elicit views and feelings concerning social statuses and roles; (2) 1,250 compositions obtained from children of first through eighth grades, to explore awareness and aspirations with respect to vocations; (3) 350 compositions, obtained from fifth and sixth graders, collected to provide insight into conceptualizing patterns. Since late 1955, 3,750 compositions from American children (first through eighth grades) have been collected. These provide comparative data for the vocational awareness-aspirations facet of the Japanese data.

Investigators: Mary Ellen Goodman, Ph.D., Director, Early Childhood Studies, Department of Sociology, Tufts University, Medford, Mass.

Conducted by: Fulbright Commission; Public Health Service, U.S. Dept. of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 7, page 107, paragraph 2.

112. Title: "Child Health Conference Evaluation"

Purpose: To answer the following questions: (1) What are the different kinds of child health needs and problems in different groups in the community? (2) What services does the child health conference offer and to whom? (3) Do services in the child health conference meet the needs of the group served? (4) Are methods used in child health conferences the most effective in meeting child health needs in the community? (5) What are the effects of such services on children?

Subjects: One thousand families with children under 6, representative of all such California families.

Investigators: Alice E. Abbe, Ph.D. Candidate, Queens College, Flushing, N.Y.

Methods: Household survey in conjunction with U.S. Bureau of Census.

Duration: 1954 - not reported.

Investigators: Ralph C. Hrnberger, M.D., Project Director, Child Health Conference Evaluation Study, Bureau of Maternal and Child Health, California State Department of Public Health, San Francisco, Calif. (Reported by Leslie Corsa, Jr., M.D., Chief, Bureau of Maternal and Child Health.)

Conducted by: University of California School of Public Health; California Conference of Local Health Officers; other retarded groups being organized; Children's Bureau, Social Security Administration, U.S. Dept. of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 6, page 108, paragraph 3.

113. Title: "Developmental Tasks of Family Members"

Purpose: To explore the developmental tasks of children from birth on through life, to see the growth responsibilities of children in relation to the developmental tasks of every other member of the family, and of the family as a whole with particular reference to the rewards and hazards, strengths and weaknesses of each stage of the family life cycle that call for services needed to insure wholesome development of children and of the families in which they grow. To develop a conceptual framework for research and teaching in child development and family relationships.

Methods: Reviewing and interpreting contemporary research and the exploration of a score of university centers in the dynamics of family interaction, that revolve around the various developmental strivings of family members.

Findings: Detailed developmental tasks for every member of the family and for the family as a whole at each stage of the family life cycle from the establishment of a family at the marriage of the original husband and wife through their child-bearing and child-rearing stages, the preschool and school-age and teen-age family stage, the family as launching center, in its middle years and as aging families, with implications for services needed for the optimal development of children and of families within the various subcultures of the United States.

Publication references: Evelyn Millis Duvall: Family Development (J.B. Lippincott), 1957

Duration: 1944 - 1957.

Investigators: Evelyn Millis Duvall, Ph.D., Consultant for the National Council on Family Relations, University of Chicago, Chicago, Illinois.

Conducted by: Fifteen Specialist in various universities; colleagues in graduate workshops through the past 12 years, especially at the University of Chicago.

Reference: Research Relating to Children, Bulletin No. 4, page 50, paragraph 1.

114. Title: "Identification of Hearing Loss by Classroom Teacher"

Purpose: To determine efficiency of the classroom teacher in identifying hearing loss children and normal hearing children.

Subjects: Seven hundred and nine elementary school children.

Methods: Audiometric examination (individual screening and pure-tone test). Questionnaire. Rating scale.

Findings: Classroom teacher is unable adequately to identify children with hearing losses which require medical and / or special educational follow-up

Publication references: Laryngoscope (in press).

Duration: 1955 - 1956.

Investigators: Frank Kodman, Jr., Ph.D., Director, Audiology Clinic, Dept. of Psychology, University of Kentucky, Lexington, Ky.

115. Title: "Three Methods of Improving Social Acceptance and Social Participation of Rejected Children"

Purpose: An experimental study of effects on influence behavior and groups influence position of three different techniques of helping socially peripheral elementary school age children: (1) role-playing techniques with small groups of these peripheral children; (2) role-playing techniques with most influential classroom children improving acceptability of peripheral children; (3) planned efforts by teacher to change peer group standards about acceptance of group members.

Methods: Sociometric-type data and direct observation data based on a standardized play situation collected three times during school year on 23 elementary school classes. Some of the supplementary data included teacher ratings, session reports by specialist involved in producing change and projective story completions dealing with defensive management of hostility. Analyses of variance and t-tests used to measure changes which emerge on the sociometric-type data, in behavior, in the course of the role-playing sequence, and in teacher reports.

Duration: 1954 - not reported

Investigators: Ronald Lippitt, Ph.D., Professor of Sociology and Psychology; Douglas Blocksma, Ph.D., and Dr. Rosemary Lippitt, Consulting Psychologist; Robert Fox, Ed.D., Director, University Schools, and Professor of Education; Sidney Rosen, Ph.D., Research-Associate; and Research Assistants; Research Center for Group Dynamics, University of Michigan, Ann Arbor, Michigan.

Conducted by: Public Health Service, U.S. Department of Health, Education, and Welfare.

Reference: Research Relating to Children, Bulletin No. 5, page 89, paragraph 4.

116. Title: "Ego Development of Children with Disabilities, Congenital and Acquired"

Purpose: Rehabilitation and habilitation of people, children and adults, can be facilitated if ego defenses of handicapped are understood better. For example: How can ego restriction, learning difficulties be prevented or mitigated, etc.? Why and how do passivity and learning difficulties, etc., develop? This is an outgrowth of a previous study about the ego development of the blind child.

Subjects: One dwarf child and parents, 3 cerebral spastic children and parents, 3 post-encephalitic children and parents, 2 blind children and parents, 1 blind and deaf child, 24 muscular dystrophy children and parents -- age 2 to 18 years.

Methods: Complete diagnostic study. Psychoanalysis and also collaborative psychotherapy of children with handicaps and their parents.

Duration: 1955 - not reported.

Investigators: Elizabeth A. Bremmer, M.D., Director, Children's Psychiatric Clinic, Jane W. Kessler, Ph.D., Chief Psychologist, and John Vacoubian, M.D., Child Psychiatrist, University Hospitals, Cleveland, Ohio.

Reference: Research Relating to Children, Bulletin No. 3, page 30, paragraph 3.

117. Title: "Social Science and Parent Education"

Purpose: The following are the broad objectives of the program: to assess the objectives of parent education; to assess the theory and assumptions involved, and the source of these; to consider ways in which social science theory may be related to parent education, in an effort to broaden the theoretical basis; to assess the value of social science research findings for parent education; to carry out pilot research on several key problems which involves the integration of social science and parent education theory and methods.

Subjects: Largely, workers in the field of parent education nationally, and New York City area parents.

Methods: Content analysis, survey, interview, experimental small group and mass communication studies.
Duration of project: 1955 - 1958.
Investigators: Orville G. Brim, Jr., Ph.D., Project Director, Social Science and Parent Education, New York, N.Y.
Conducted by: Russell Sage Foundation; Child Study Association of America; Department of Sociology and Anthropology, New York University.
Reference: Research Relating to Children, Bulletin No. 4, page 46, paragraph 3.

118. Title: "Perceptual and Response Abilities of Mentally Retarded Children"

Reference: Research Relating to Children, Bulletin No. 6, page 26, paragraph 3.

119. Title: "Personality Development of Premature Infants"

Purpose: A pilot study to determine cause and possible treatment of personality disorders in premature children.

Subjects: Forty premature infants, Premature Center, Mount Sinai Hospital.

Methods: Team approach study (child psychiatrist, pediatrician, psychologist, social worker, neurologist, nurse) of: prenatal factors in parents, especially of mother; early psychological, neurological and physiological reactions.

References

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Discusses problems in education and provision of service to children, needed research, and goals of administration of specialized service.

Abel, Georgie L. (Compiler) Resources for Teachers of Blind with Sighted Children. Revised edition. New York: American Foundation for the Blind, 1957. 58 pp.

Achermann, Emil. "Sehbehinderte Kinder (Children with Defective Vision)," Heilpadag Werkbl., 24:242-246, 1955.

Psychological Abstracts, 30:5, October, 1956.

Vision is of special importance for the emotional, intellectual and physical development of children of school age. Vision should be tested regularly by the schools. The physiology of various types of impairments of vision (including corneal clouding, cataracts, injuries to retina and optical nerve, nystagmus, myopia, hyperopia and astigmatism) is briefly described and their causes and correction discussed. (D.F. Mindlin)

Ackerman, Nathan W. "An Orientation to Psychiatric Research on the Family,"
Marriage and Family Living, 19:68-74, 1957.
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Albrecht, Marcella. "A Curriculum for a Class of Mentally Retarded Blind Children,"
International Journal for the Education of the Blind 7:2:33:42, 1957.
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Arbuckle, Anne H. "A Summary of the Findings of a Survey of Opportunities for the Enrollment of Young Exceptional Children in Pre-School Facilities in Texas." Austin, Texas: Department of Public Welfare, 1958.
Rehabilitation Literature, XIX:10, October, 1958.

Association for the Aid of Crippled Children. "The Place of Persons With Inabilities In Our Society." New York: Association for the Aid of Crippled Children, 1957.
Rehabilitation Literature, XIX:8, August, 1958.

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Axline, Virginia M. "Understanding and Accepting the Child Who is Blind,"
Childhood Education 30:427-430, May, 1954.
Points out the need to break down stereotype thinking and to discover the individual, his needs and potentialities.

Baroff, George S. "Bender-Gestalt Visuo-Motor Function in Mental Deficiency,"
American Journal of Mental Deficiency, 61:758-760, April, 1957.

Barraga, Natalie. "Social Opportunities Available to Students in Residential Schools,"
International Journal for the Education of the Blind, 7:4:110-115, May, 1958.
Rehabilitation Literature, XIX:7, July, 1958.

Barry, H. Jr., and Frances E. Marshall. "Maladjustment and Maternal Rejection in Retrolental Fibroplasia,"
Mental Hygiene, 37:570-580, 1953.
Psychological Abstracts, 27: 7-8, July-August, 1954.

This study is a report upon 17 children with RLF and control group of 13 other children with blindness arising from other causes. All the children were recent admissions and ages were

recent admissions and ages were between 5 and 7 years. Ten trained observers rated all the children on several traits or attitudes. During this process an evaluation of the home background of each of the Ss was made by a social worker. The results obtained allowed the author to conclude that: (1) "maternal rejection is associated with poor school adjustment in a group of children with retrorenal fibroplasia;" (2) maternal training that is careful and thorough is associated with good school adjustment in kindergarten children with various types of blindness." (M.A. Seidenfeld)

Berreman, J.V. "Some Implications of Research in the Social Psychology of Physical Disability, Exceptional Children, 20: 347-350, 1954. Psychological Abstracts, 29:2, April, 1955.

Four research areas are suggested: (1) the status and role of the handicapped different cultures; (2) the social position of the handicapped in American culture; (3) the self-image of the handicapped child; and (4) action research to evaluate practices employed in rearing, educating, rehabilitating and counseling the handicapped. (T.E. Newland)

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A group of experts describes needed school psychological services for emotionally and socially maladjusted children.

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Bledsoe, Warren W. "Teaching Foot Travel in Residential Schools," Proceedings of the 43rd Meeting of the American Association of Instructors of the Blind, 24-28, June, 1956.

Bobrow, Patricia W. "The Need and Use Made of Special Resources by Visually Handicapped University Students," 1953. Theses and Dissertations Related to Rehabilitation Counselor Education, Code 152, April 1, 1958.

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Bossard, James H. Sociology of Child Development. Revised edition. New York: Harper and Brothers, 1954. 788 pp.

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Brown, Paul A. "A Comparison of Some Personality Traits Among Blind and Non-Blind High School Students," Doctoral Dissertation, University of Pennsylvania, 1937. (Typewritten)

Studies 96 boys and 122 girls ranging in age from 16-22 years in state schools for the blind, and compares them with a group of seeing high school students. The Newmann-Kohlstedt diagnostic test for introversion-extroversion and the Clark revision of the Thurstone personality schedule were administered to both groups. (Lende)

Brown, Paul A. "Responses of Blind and Seeing Adolescents to an Introversion-Extroversion Questionnaire," Journal of Psychology, VI:131-147, 1938.

The Neumann-Kohlstedt diagnostic test for introversion-extroversion and the Clark revision of the Thurstone personality schedule were administered to 359 sighted high school seniors and 218 blind adolescents between the ages of 16 and 22. (Lende)

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The Neumann-Kohlstedt diagnostic tests for introversion-extroversion and the Clark revision of the Thurstone personality schedule were used for this experiment. (Lende)

Bryan, Arthur H. "General Science for the Blind," Science Education, February, 1957.

New Outlook for the Blind, 51:9, November, 1957.

The author of this article feels that general science as taught in junior and senior high schools is an ideal subject for those blind students who transfer to public high schools from residential schools for the blind. Based on his extensive experience he describes the methods he has found necessary to adapt science instruction to utilize primarily the senses of touch, taste, hearing and smell. Specific directions and examples are furnished for the various areas in science instruction.

Bryan, Arthur H. "Educational Psychology for the Blind," Science Education, February, 1957.

The New Outlook for the Blind, 51:9, November, 1957.

The author tries to illustrate through detailed case studies various problems which confront a blind high school student. He points out the various methods of instruction that have to be adapted to meet the needs of a blind adolescent. He feels that a blind student can handle all subjects with the possible exception of mathematics, which presents certain difficulties requiring individual instruction and methodology.

Buell, Charles E. "Motor Performance of Visually Handicapped Children," 1951, Theses and Dissertations Related to Rehabilitation Counselor Education, Code 20250, April 1, 1958.

A study of gross motor performance of 365 blind and partially seeing children. A battery of tests involving gross motor per-

formance was given to pupils in 12 residential schools and 8 braille classes in 2 large cities. The visually handicapped fall generally below seeing children in the chosen activities, which is attributed to limited physical activity before entering school.

Buell, Charles E. "Vocational Preparation of Students," New Outlook for the Blind, 48:4 113-119, April, 1954.
Rehabilitation Literature, 1950-1955.

A survey to determine the relative advantages of residential school, day-class, and public-school education of the blind in relation to vocational preparation and placement.

Burgess, C.B. "Counseling Parents of Children with Handicaps," New Outlook for the Blind, 49: 1-5, 1955.
Psychological Abstracts, 31:2, April, 1957.

The parent is given an opportunity to talk about his child and himself, who helps him examine his own feelings, and who helps him understand his child's handicap.

Burton, William H. The Guidance of Learning Activities. Second edition. New York: Appleton-Century-Crofts, 1952. 737 pp.

Encompasses every aspect of the learning process and its relation to the principles of teaching. The book puts into practice the knowledge of ways children learn.

Campbell, Enid Hobart. "Effects of Mothers' Anxiety on Infants' Behavior," Index to American Doctoral Dissertations, 1956-1957.

Carr, Lela B. "Pre-School Blind Children and Their Parents," Children, 2:3:83-88, 1955.
Psychological Abstracts, 30:1, February, 1956.

The author explains a counseling service and the case worker's job, various institutes for parents, the use of the nursery schools, and what particular groups of parents have achieved in working along with a program for assistance to pre-school blind children. (S.M. Amatora)

Christner, F. "A Partially Seeing Child Learns to Read," Sight Saving Review, 24:30-36, 1954.
Psychological Abstracts, 30:1, February, 1956.

A case history is presented to show that "limited vision need not prove a serious handicap to the child who has the capacity for making superior use of his abilities. He profits by instruction in the regular classroom if his educational program is fitted to his special needs."

Classen, Robert. "Tests for the Blind," International Journal for the Education of the Blind, 4:1:12-15, October, 1954.
Rehabilitation Literature, 1950-1955.

Brief descriptions of four performance tests which should be useful in testing blind children and students having additional

handicaps such as deafness, speech impediments, or insufficient acquaintance with English. Two are especially intended to measure ability in analysis and synthesis.

Cole, Nyla J., and Leonard H. Tarboroff. "The Psychological Problems of the Congenitally Blind Child," American Journal of Orthopsychiatry, 25:627-643, 1955.

Psychological Abstracts, 30:3, June, 1956.

A detailed study of the psychotherapy of a 16 year old congenitally blind child (girl) is presented as a basis for discussing the problems: (1) their inter-personal impact (2) the effects blindness may have on personality and emotional development, and (3) the problem of semantics. Discussion by Robert C. Murphy, Jr. and Henry Harper Hart. (R.E. Perl.)

Crow, Lester D., and Alice Crow. Adolescent Development and Adjustment. New York: American Book Co., 1956. 578 pp.

Stresses the psychological factors inherent in human growth and development and gives practical insight into the basic principles of teaching and learning.

Cruickshank, William M. (Ed.) Education of Exceptional Children and Youth. Englewood Cliffs, New Jersey : Prentice-Hall, 1958.

Rehabilitation Literature, XIX:11, November, 1958.

Eleven authorities in the field of special education contributed chapters to this book offering basic information on the nature and development, significant characteristics, and specific aspects of education for children in all areas of exceptionality --the mentally gifted, the mentally handicapped and deficient, the speech handicaps, with crippling conditions and chronic medical problems, the socially maladjusted and emotionally disturbed.

Cruickshank, William M. "New Horizons in Education of the Handicapped Child,"

American Journal of Public Health, 45:306-311, March, 1955.

Discusses importance of early discovery of exceptional children and their early admission to an integrated educational program as well as guidance, parent education, and adequate teacher preparation.

Cruickshank, William M. "The Relation of Physical Disability to Fear and Guilt Feelings," Child Development, 22:291-298, 1951.

Psychological Abstracts, 27:9, September, 1953.

A projective sentence completion test was administered to 264 physically handicapped children in six centers in the United States and a similar group of non-handicapped adolescent children who resided in communities whose social and economic background was in large measure comparable to the former group. The children with various types of disabilities, including polio, palsy, cardiac and other handicaps see themselves as having more fears and more feelings of guilt than do children of normal physical characteristics. The presence of such emotional feelings has direct impact on the less satisfactory social adjustment which the handicapped children feel that they are making. (S.M. Amatora)

Cutts, Richard A. "Differentiation between Pseudo-Mental Defectives with Emotional Disorders and Mental Defectives with Emotional Disturbances," American Journal of Mental Deficiency, 61:4:761-772, April, 1957.

Danzig, Martin E. "Bridging the Gaps Between Social Work and Education," Journal of Educational Sociology, 28:18:343-352, April, 1955. Sociological Abstracts, 4:3, June, 1956.

Davis, Carl J. "Guidance and Vocational Counseling," International Journal for the Education of the Blind, 8:3:78-83, March, 1958. Rehabilitation Literature, XIX:5, May, 1958.

Discusses guidance programs for large and small schools for the blind, personnel employed in such programs, and the role of the school principal and classroom teacher, how the program functions and the need of blind pupils for vocational guidance.

Dekaben, Anatole, James O'Rourke, and Tillye Cornman. "Abnormalities in Offspring Related to Maternal Rubella During Pregnancy," Neurology, 8:5:387-392, May, 1958.

Rehabilitation Literature, XIX :7, July, 1958

Presents a case history of a nine-year old boy who exhibited almost all the congenital abnormalities ever described in association with maternal rubella. Discussed in detail are the eye findings, results of surgical excisions of cataracts at widely separated intervals, and the boy's general status. Maternal rubella occurred in this case during the fourth week of gestation. In addition, data from a review of 108 cases selected from the literature are correlated and analyzed in regard to the occurrence of various lesions in different organs with the stage of gestation complicated by rubella.

De Leo, Gertrude M., and Louis F. Boly. "Some Considerations in Establishing an Educational Program for the Institutionalized Blind and Partially Sighted Mentally Subnormal," American Journal of Mental Deficiency, 61:1:134-140, July, 1956.

Denton, L.R. "Intelligence Test Performance and Personality Differences In a Group of Visually Handicapped Children," Bulletin of the Maritime Psychological Association, 47-50, December, 1954. Psychological Abstracts, 29:5, October, 1955.

A group of 56 visually handicapped children were given the Internim Hayes-Binet Intelligence Tests for the Blind 1942, and the Wechsler Verbal Scales of Form I. In addition, several ratings and other data concerning the children were taken. Mean IQ for the Hayes-Binet Test was 81.5, for the Wechsler 79.6. Correlation between scores on the two tests was plus .09 for the two tests. The Hayes-Binet Test was more difficult to administer but showed better agreement with teachers ratings of intelligence. Those children who showed the most atypical results on the intelligence tests also were judged to deviate from the average in personality variables. (W.F. Grether)

Doll, Edgar A. "Counseling Parents of Severely Mentally Retarded Children," Journal of Clinical Psychology, 9:114-117, April, 1953.

Doll, Edgar A., W.M. Phelps, and R.T. Melcher. Mental Deficiency Due to Birth Injuries. New York: Macmillan Co., 1932. 289pp.

Drever, J. "Early Learning and the Perception of Space," American Journal of Psychology, 68:605-614, 1953. (Axelrod)

Dunn, Lloyd M., and Rudolph J. Capobianco. Studies of Reading and Arithmetic in Mentally Retarded Boys. Society for Research in Child Development Monographs, 19:1. Lafayette, Indiana: Child Development Publications, Purdue University, 1956. 142 pp.

Egland, George O. "Teaching Speech to Blind Children with Cerebral Palsy," Cerebral Palsy Review, 16:4:12-15, 1955 Also, New Outlook for the Blind, 49:282-289, 1955.

Psychological Abstracts, 30:3, June, 1956.

Recognizing the commonality of problems of teaching speech to all children, principles and specific practices found useful with blind children handicapped by cerebral palsy are described. (T.E. Newland)

Ehrsam, Alfriede "Über den Fall einer Einseitigen Musikalischen Begabung eines Blinden Kindes bei hochgradigem Leistungsrückstand," (On the Case of One-sided Musical Talent in a Blind Child with High-grade Retardation), Psychiatric Neurologie and Medizinische Psychologie, Leipzig, 7:149-154, 1955.

Psychological Abstracts, 30:2, April, 1956.

Study of the retarded school performance in a 13-year old blind boy with musical talent was found to be due to "an aversion to all school influence, not to mental deficiency. Question is raised about the etiology in cases of retarded individuals with one-sided talents reported in the literature. Twelve references. (C.T. Bever)

Eisenstadt, Arthur A. "Psychological Problems of the Parents of a Blind Child," International Journal for the Education of the Blind, 5:1:20-25, 1955.

Psychological Abstracts, 30:5, October, 1956.

This article discusses four stages in the reactions of parents to their blind child. Emotional states of shock and grief, bewilderment and helplessness, fearfulness and tension post problems for parents who cannot resolve emotional imbalance until they are willing to accept their own personal responsibilities and delegate and share them wherever it becomes necessary. (Courtesy of Rehabilitation Literature)

English, Horace B. Child Psychology, New York: Henry Holt and Co., 1951. 561 pp.

Surveys the known facts about the way children develop, but is especially concerned with the future of children.

Erikson, Erik H. Childhood and Society. New York: W.W. Norton & Company, 1950. (Gowman)

Ferson, R.F. "Vocational Guidance at the Western Pennsylvania School," New Outlook for the Blind, 49:6-15, 1955.
Psychological Abstracts, 31:2, April, 1957.

Vocational guidance at this school for blind children begins indirectly in kindergarten and elementary school with community field trips. At the secondary level, these are supplemented by recordings and radio programs which contribute occupational information. Formal guidance procedures begin in the 8th grade. In high school, literature, permissive group sessions and film are used to stress interpersonal relations in job success. Vocational guidance classes meet weekly in the 11th and 12th grades. Tests of learning ability interests, personality, and manipulation are administered and interpreted. The State agency counselor cooperates with the students and school psychologist in locating suitable employment. (N.J. Raskin.)

Field, Mark G. "Social Services for the Family in the Soviet Union," Marriage and Family Living, 17:3:244-249, August, 1955.
Sociological Abstracts, 4:3, July, 1956.

Force, Dewey G., Jr. "Social Status of Physically Handicapped Children," Exceptional Children, 23:104-107; 132, December, 1956.

Physical disability magnifies the difficulties of a child in achieving social acceptance from normal peers. The article has implications for parents and teachers.

Frampton, Merle E., and Elena D. Gall. (Eds.) Mental and Emotional Deviates and Special Problems: Special Education for the Exceptional, Vol. 3. Boston: Porter Sargent, 1956. 700 pp.

A compilation of writings from many sources.

Gallagher, James J. A Comparison of Brain-Injured and Nonbrain-Injured Mentally Retarded Children on Several Psychological Variables, Monograph, Society for Research in Child Development, Inc. 22: 62:2, 1957.

Gesell, Arnold. "Development of the Infant with Retrolental Fibroplasia Blindness," Field of Vision 9: 1-4, December 15, 1953. Albany, N.Y.: New York State Department of Social Welfare, Commission for the Blind.

Gesell, Arnold, et al. Vision: Development in Infant and Child. New York: Harper and Brothers, 1949. 329 pp.

Demonstrates how vision is integrated with the total action system of the child -- his posture, manual skills, motor aptitudes, intelligence, and personality make-up. Presents numerous case study reports and photographs.

Glueck, Eleanor. "Status of Glueck Prediction Studies," Journal of Criminal Law, Criminology and Police Science, 47:18-32; June, 1956.

Enumerates the existing studies concerning validity (retrospective mainly) of the Glueck table.

Goldfarb, William "Effects of Psychological Deprivation in Infancy and Subsequent Stimulation," American Journal of Psychiatry, 111:18-33, July, 1945.

Gray, Doris. "The Blind Child in the Regular Classroom," New Outlook for the Blind, 51:5, May, 1957. Education Leadership, December, 1956.

Gunzberg, Herbert C. "Scope and Limitations of the Goodenough Drawing Test Method in Clinical Work with Mental Defectives," Journal of Clinical Psychology, 11:8-15, January, 1955.

Hackbusch, Florentine. "Psychological Study of Partially Seeing and Children with Other Visual Problems," Sight-Saving Review, 20:157-162, Fall, 1950.

Describes mental, personality, and performance tests which help in understanding the educational needs of partially seeing children.

Haeusserman, Else. "Estimating Developmental Potential of Preschool Children with Brain Lesions," American Journal of Mental Deficiency, 61:170-180, July, 1956.

Hafner, H. and H. Bregberger. "Über Psychogene Blindheit," (Psychogenic Blindness), Zeitschrift fur Psychotherapie und Medizinische Psychologie und Medizinische Psychologie, 4:224-225, 1954. Psychological Abstracts, 29:4, August, 1955.

Discussion of two cases of psychogenic blindness in which the symptom appeared to represent a regressive wish for infantile dependency. A third case, in which the wish for blindness appeared in dreams, suggested the importance, for psychogenic blindness, of at least one parent on whom there has been an intense passive dependency. A fourth case showed how such blindness may represent a symbolic identification with an important security figure who is blind. Examples are given from literature in which the expressed wish for blindness appears in association with a wish for a completely sheltered, protected, infantile existence. (E.W. Eng)

Hallenbeck, Jane. "Pseudo-Retardation in Retrolental Fibroplasia," New Outlook for the Blind, 48:301-307, 1954. Psychological Abstracts, 30:1, February, 1956.

A report of a study of 18 preschool totally blind children who showed severe retardation in their general development. Findings of the writer were the early need of the blind child to be stimulated by handling and vocal encouragement, the inability of the

mother to give attention and affection to the blind child, and her slowness in seeking ophthalmological care for the child. In most cases the retardation did not appear to be due to blindness itself or to organic brain damage, but to the emotional deprivation (Courtesy of Bulletin of Current Literature on the Handicapped)

Hallenbeck, Jane. "Two Essential Factors in the Development of Young Blind Children," New Outlook for the Blind, 48:308-315, 1954. Psychological Abstracts, 30:1 February, 1956.

Twenty-two blind children from 5 to 8 years who had met the self-care requirements for entrance into the Perkins Institution were studied and rated on variables of development and family relationships. The general conclusions from this study were: (1) Problems exhibited by children should be individualized as to etiology and handling, (2), a close positive relationship with some person seems to be a large factor in the rate of development and the ability to adjust, (3) the degree of closeness of this positive relationship has to be greater the less the vision the child has, (4) children with some vision and disturbed home backgrounds show disturbances similar to those with better relationships and no vision, (5) a description of the degree and age of onset of blindness should precede any evaluation of a blind child. (N.J. Raskin)

Hamilton, Ross. "The Research Program of the National Association for Retarded Children," The International Journal for the Education of the Blind, VIII:1, October, 1958.

Haring, Norris G., George G. Stern, and William M. Cruickshank. Attitudes of Educators Toward Exceptional Children. Syracuse: Syracuse University Press, 1958. 238 pp.

One hundred forty-one staff members of four schools were registered for the program. These four schools ranged from rural to city, and from substantial special education programs to limited ones with very few exceptional children. During the first and last sessions of the experiment, the participants were asked to complete four instruments (1) The General Information Inventory; (2) The Classroom Integration Inventory; (3) The Activities Index; and (4) The Picture Judgment Test. During the last session only a fifth instrument was administered: the Picture Judgment Test.

Hartnett, Mary E. Mental Retardation: A Special Bibliography. Washington, D.C.: International Council for Exceptional Children, 1956. Psychological Abstracts, 32:2, April, 1958.

Havighurst, Robert J. "Research on the Developmental-Task Concept," School Review, 64:215-223, May, 1956.

Discusses the methodology of research used to date in studying developmental tasks of youth and adults and the application of the developmental task concept to education.

Hawkins, Ruth D. "The Pittsburgh Program for the Partially Seeing," Sight Saving Review, 27:4:224-228, Winter, 1957.
Exceptional Children, 24:9, May, 1958.

Describes an itinerant teaching program adopted by the Pittsburgh Public Schools system to supplement special facilities for the visually handicapped.

Hawkes, Glen R. "The Child in the Family," Marriage and Family Living, 19:46-51, 1957.

After summarizing our past theories, the writer asks, "Do we really have a body of knowledge about children in families growing out of research? The answer is mostly no...To understand the child as a member of the family we have to examine that child as an active part of that family. Interaction variables are (1) affectional family relationships, (2) control of behavior, and (3) acceptance of individuality and family unity. (M.M. Gillet)

Hoch, Paul H., and Joseph Zubin. Psychopathology of Communications, New York: Grune & Stratton, 1958. See especially: "Autistic Patterns and Defective Communication in Blind Children with Retrolental Fibroplasia. W.R. Keeler.

Hoch, Paul H., and Joseph Zubin. Psychopathology of Childhood. New York: Grune and Stratton, 1955.

See especially:

Chapter 5 - Psychopathology of Mental Deficiency in Children. Benda, C.E., and M.J. Farrell.

Chapter 6 - Organic Factors in the Psychopathology of Childhood. Bradley, Charles.

Chapter 7 - Emotional and Intellectual Consequences of Psychological Deprivation in Infancy: A Revaluation. Goldfarb, William

Chapter 8 - Early Environment - Its Importance for Later Behavior. Thompson, W.R.

Chapter 10 - Cultural Pressures and Achievement Motivation. Child, Irvin L., and Margaret K. Bacon

Chapter 11 - Child and Family Psychopathy: Problems of Correlation, Ackerman, N.W. and M.L. Behrens.

Hollenhurst, Robert W. "Neuro-Ophthalmologic Examination of Children," Neurology, 6: 739-743, 1956.

Psychological Abstracts, 32:1, February, 1958.

Hollinshead, Merritt T. "Patterns of Social Competence in Older Mental Retardates," American Journal of Mental Deficiency, 56:603-608, January, 1952.

Huffman, Mildred Blake. Fun Comes First for Blind Slow-Learners Springfield, Illinois: Charles C. Thomas, 1957.
Rehabilitation Literature, XIX:2, February, 1958.

Ingram, T.T.S., and J.F. Reid. "Developmental Aphasia Observed in a Department of Child Psychiatry," Archives of Disease in Childhood, 31:162-172, June, 1956.

Jersild, Arthur T. Child Psychology. 4th edition. New York: Prentice-Hall, 1954. 676 pp.

Gives more attention to the personal and subjective aspects of the child's life than the previous volumes. Stresses the concept of self as an essential consideration in developmental psychology.

Jervis, Frederick M. and George M. Haslerud. "Quantitative and Qualitative Difference in Frustration Between Blind and Sighted Adolescents,"

Journal of Psychology, XXIX: 67-76, January, 1950.

This study is aimed at demonstrating if any quantitative and qualitative differences exist between blind and sighted subjects as they respond to experimentally induced frustrations. Adapted from Master's thesis by Jervis. (Lende)

Johnson, G. Orville, James H. Neely, and Roger L. Alling. "A Comparison of the 1937 Revision of the Stanford-Binet (Form L) and the Columbia Scale of Mental Maturity," Exceptional Children, 22:178:155-157, January, 1956.

Jones, John W. "Play Therapy and the Blind Child," New Outlook for the Blind, 46:189-197, 1952.

Psychological Abstracts, 27:6, June, 1953

The use of nondirective play therapy with 2 blind children is described.

Jussawala, K.N.K. "Blind Children and their Rehabilitation," Indian Journal of Social Work, 13:257-269, 1953.

Psychological Abstracts, 28:3-4, March, April, 1954.

Although there are as many as 2,000,000 blind in India, very little provision for their education and occupational training exists in that country. Attention is focused on national needs, national responsibility, and the various individual problems of the blind. Ways and means of organizing programs of prevention, treatment, education, training, and employment are discussed and suggested. (R. Schaef)

Kavalgikar, Ramachandra Rao. "Education and Employment of Blind and Deaf-Mute Children," Indian Journal of Social Work, 14:2 160-167, September, 1953.

Sociological Abstracts, 3:2, July, 1954.

Keller, James E. "The Relationship of Auditory Memory Span to Learning Ability in High Grade Mentally Retarded Boys," American Journal of Mental Deficiency, 61:574-580, January, 1957.

Kent, Howard R. "The Effect of Repeated Praise or Blame on the Work Achievement of Blind Children," Dissertation Abstracts, 17:675-676, 1957.

Psychological Abstracts, 32:2, April, 1958.

Kerby, C. Edith. "Blindness in Preschool Children," Sight Saving Review, 24:15-30, 1954.

Psychological Abstracts, 30:1, February, 1956

Comparative data for 1943 and 1950 indicates that there was an increase of about 50 percent in the number of the preschool blind in the United States between these two years. This change was due chiefly to a marked increase in the incidence of retrolental fibroplasia, but also due to the increase in the birthrate following World War II.

Kinsey, V.E., June T. Jacobus, and P.M. Hemphill. "Retrolental Fibroplasia: Cooperative Study of Retrolental Fibroplasia and the Use of Oxygen," American Medical Association Archives of Ophthalmology, 56:481-543, 1956.

Kirk, Samuel A., and Orville G. Johnson. Educating the Retarded Child. Boston: Houghton Mifflin Co., 1951. 434pp.

Kirk, Samuel A. "Experiments in the Early Training of the Mentally Retarded," American Journal of Mental Deficiency, 56:692-700, April, 1952.

Kirman, Brian H. "Research and Mental Deficiency," Lancet, 7007: 1221-1223, December 14, 1957.

Rehabilitation Literature, XIX:9, September, 1958.

A review of research in the field of mental deficiency concerning genetic influence on mental defect, the social aspects and rehabilitation, learning capacity of imbeciles, prevention and reduction of mental deficiency, and the etiology of mental defect. 37 references.

Kloss, Alton G. "Relationships between Schools for the Blind and Agencies for the Adult Blind," International Journal for the Education of the Blind, 7:1: 1-8, October, 1957.

Knotts, J.R., and W.R. Miles. "The Maze Learning Ability of Blind Compared with Sighted Children," Journal of Genetic Psychology, 36:21-50, 1929.

An experimental study comparing the maze-learning ability of 40 blind subjects with a matched group of seeing students. A high relief maze was used as well as the stylus maze. (Lende)

Knox, Gertrude E. "Classroom Symptoms of Visual Difficulty," Supplementary Educational Monograph, 77:97-101, 1953.

A check list of 30 symptoms is given and a study of the application to a group of 3rd grade pupils reported. It is useful to combine this procedure with visual screening tests although the procedure will lead to the referral of too many cases. (M.Murphy)

Krause, A.C. "Effect of Retrolental Fibroplasia in Children," American Medical Association Archives of Ophthalmology, 53:522-529, 1955. (Axelrod)

Krimsky, Emanuel. "The Psychologic Approach to Children's Eye Problems," Post-Graduate Medicine, 15:459-462, May, 1954.

The role of the eye as an external manifestation of possible disturbed psychologic responses in children is discussed.

Kurzhals, I. "A Psychological View in the Education of the Young Blind Child in a Residential School" New Outlook for the Blind, 48:17-22 1954.

Psychological Abstracts, 30:1, February, 1956.

Three basic limitations imposed by blindness on an individual are: (1) the range and variety of experience, (2) the ability to get about, and (3) the control of the environment and the self in relation to it. These limitations help to explain the immaturity and insecurity of many blind children. To overcome them, an integrated education program should provide help for blind children in three ways: (1) through a cheerful and stimulating school environment, (2) through thoughtful teaching methods, and (3) through the personal growth of the teacher. (N.J. Raskin)

Lanman, J.T., L.P. Guy, and J. Davis. "Retrolental Fibroplasia and Oxygen Theory," Journal of the American Medical Association, 155:223-226, 1954.

Lawrence, G. Allen. "Life Planning for the Partially Seeing," Exceptional Children, 23:202-206, 1957.

Psychological Abstracts, 32:1. February, 1958.

Teachers and guidance instructors are often called upon to advise students with visual problems without knowledge of the progressive nature or genetic background of such disorders as glaucoma, nystagmus, albinism, etc. The child should be evaluated as an individual personality and not as a blind child. The counselor should know where condition is progressive, in need of ophthalmic care or subject to injury in certain occupations. Advice should be given concerning marriage in light of available knowledge of genetics. (J.J. Gallagher)

Lavalli, Alice, and Mary Levine. "Social and Guidance Needs of Mentally Handicapped Adolescents as Revealed Through Sociodramas," American Journal of Mental Deficiency, 58:544-552, April, 1954.

Lepard, Cecil W. "The Vision of the Preschool Child," Sight-Saving Review, 26:196-200, Winter, 1956.

Livingston, Jerome S. "Evaluation of Enlarged Test Form Used with the Partially Seeing," Sight Saving Review, 28:1:37-39, Spring, 1958. Rehabilitation Literature, XIX:5, May, 1958.

A report of results of a study to determine the benefits of photographic enlargement of the revised Stanford-Binet Intelligence Scale in the psychologic testing of partially seeing children.

Lord, Francis E. "Sources of Research Literature in Special Education," Exceptional Children, 19:317-322, May, 1953. Review of Educational Research, XXIII:5, December, 1953.

Lowenfeld, Berthold. "Emotional Growth," International Journal for the Education of the Blind, 5:1:1-8, 1955.

Psychological Abstracts, 30:5, October, 1956.

Problems of an emotional nature which are frequently associated with blindness in the child are discussed, explaining to parents

how they may cope with the situations as they arise. (Courtesy of Rehabilitation Literature)

Lowenfeld, Berthold. "History and Development of Specialized Education for the Blind," Exceptional Children, 23:53-57, 1956. Psychological Abstracts, 31:5, October, 1957.

The author believes that we are in the third period in the evolution of society's treatment of the blind. This era is characterized by the integration of the blind into society. The following trends are noted: public school population of blind children increased by a 192 per cent in the period from 1949 to 1956, teachers who would work with the blind child in the regular class give whatever special treatment necessary, the curriculum of blind education has become closely related to the curriculum in the normal school systems and the tendency to develop more cooperative arrangements with parents in the total educational programs of the children. (J.J. Gallagher)

Lowenfeld, Berthold. "Observations on Incidence and Effects of Retrolental Fibroplasia," The New Outlook for the Blind, 53:15-19, January, 1959.

Lowenfeld, Berthold. Our Blind Children: Growing and Learning with Them. Springfield, Illinois: Charles C. Thomas, 1956. Psychological Abstracts, 30:685-686, October 1956.

Written for parents of blind children, this book attempts to discuss the major problems of adjustment of blind children from shortly after birth through school age. Approximately one-half of the book deals with preschool developmental problems and the remainder of the book with special problems related to the school and the child's formal education. Final chapter deals with 17 questions that parents most commonly ask about their blind child. There is a selected bibliography in the appendix describing references in child development about blind children, educational periodicals and organizations which serve blind children. (J.J. Gallagher)

Lowenfeld, Berthold. "The Preschool Blind Child and His Needs," Exceptional Children, 20:50-55, 1953. Psychological Abstracts, 28:5-6, May-June, 1954.

Due at least in part to retrolental fibroplasia, there are about four times as many blind children of preschool age in the U.S. as there were ten years ago. Most parents need help in developing an attitude of acceptance toward their child and his handicap, usually overestimating the extent to which special techniques are necessary. The nature, extent, and values of residential and day school nurseries, visiting teacher services, and summer institutes for parents are indicated. (T.E. Newland)

Lowenfeld, Berthold. "Psychological Problems of Children with Visual Disabilities", in W. Cruickshank, (Ed.) Psychology of Exceptional Children and Youth. New Jersey: Prentice Hall, 1955.

McCarty, B. and P. Worchel. "Rate of Motion and Object Perception in the Blind," New Outlook for the Blind, 48:316-322, 1954. Psychological Abstracts, 30:1, February, 1956.

The present study was undertaken to investigate the relationship between rate of motion of a blind observer and his ability to perceive obstacles. The subject was a totally blind boy of 11 who was instructed to ride his bicycle over a course in which two movable obstacles had been placed... (The subject detected an approaching obstacle by making a clicking sound with his mouth, and listening for a difference in the pitch of the echo.) After 40 trials without a collision, the subject was instructed to ride as swiftly as he could. Forty additional trials were given. The results showed only four collisions, and one of those was during the higher speed trials. Thus, the results indicate that for this boy, higher speeds do not impair object perception. (N.J. Raskin.)

Mackie, Romaine, Teachers of Children who are Blind. Washington, D.C.: U.S. Department of Health, Education and Welfare, Government Printing Office, 1955.

Mann, Vera D. "A Study of the Attitudes of Mothers of Cerebral Palsied Children Toward Child Adjustment," Index to American Doctoral Dissertations, Code 2078, 1956-1957.

Mark, Henry J., and Benjamin Pasamanick. "Asynchronism and Apparent Movement Thresholds in Brain Injured Children," Journal of Consulting Psychology, 22:3:173-177, June, 1958. Rehabilitation Literature, XIX:9, September, 1958.

A report on differences in foveal asynchronism, apparent movement, and peripheral two-point thresholds found between brain-injured (pyramidal tract damaged) and a control group of children. Results were obtained during a larger study the purpose of which was to discover neuropsychological measurements useful in detecting otherwise unnoticed alterations in cerebral functioning. Visual thresholds in this experiment did not, on the whole, discriminate as sharply between the brain-injured and control groups as did the light perception thresholds tested in previous investigation. The possible significance of the apparent movement threshold findings is considered.

Maxfield, Kathryn E. "The Preschool Blind Child" in Paul A. Zahl, Blindness. Princeton, New Jersey: Princeton University Press, 1950.

Reports on present provisions for the preschool blind child, including a variety of services such as visiting counselors, day nursery schools, and in foster homes. (Lende)

Maxfield, Kathryn E., and Eunice L. Kenyon. A Guide to the Use of the Maxfield-Fjeld Tentative Adaptation of the Vineland Social Maturity Scale for Use with Visually Handicapped Pre-School Children. New York: American Foundation for the Blind, 1953.

Maxfield, Kathryn E., and Sandra Buchholz, A Social Maturity Scale for Blind Preschool Children. New York: American Foundation for the Blind, 1957.

Middlewood, E.L. "A Child -- Though Blind," New Outlook for the Blind, 48:61-65, 1954.

Psychological Abstracts, 30:1, February, 1956.

A blind child must be comfortable with his blindness in order to accept himself as a person. Prior to this, his parents must accept him, too, as a blind child and as a child, and they must meet his basic needs; love, security, growth opportunities and recognition. (N.J. Raskin)

Mikell, F. Robert. Normal Growth and Development of Children with Visual Handicaps. New York: American Foundation for the Blind, 1953.

Psychological Abstracts, 28:5-6, May-June, 1954.

A pediatrician explains that children with visual handicaps follow essentially the same development and have the same needs as seeing children. He discusses what blindness in a child may mean to his family and gives advice on some specific problems of pre-school blind children which may confront parents particularly in the area of walking, feeding, speech development, and blindisms. (B. Lowenfeld)

Mitchell, Paul G. "The Golden Decade: Ten Years of Progress in the Education of Visually Handicapped Children," International Journal for the Education of the Blind, 7:4:105-109, May, 1958.

Rehabilitation Literature, XIX:7, July, 1958.

Moor, Pauline M. "Meeting the Needs of the Pre-School Blind Child and His Parents," Education, 74:382-389, 1954.

Psychological Abstracts, 29:1, February, 1955.

Three specific needs of the blind preschool child include: (1) having a family and knowing the feeling which comes from a sense of belonging and of being important to his family; (2) feeling a sense of independence and knowing himself as a person; (3) knowing the world outside of his family and himself. The author gives a number of ways in which parents may be assisted in providing for the needs of a blind child. (S.M. Amatora)

Morgan, D.H. "Emotional Adjustment of Visually Handicapped Adolescents," Journal of Educational Psychology, XXXV:65-81, 1944.

The Personal Index was administered to 62 boys and 66 girls, twelve years of age or older, attending a school for the blind. The percentages of the boys and girls in this sample who exhibited a high degree of personal and social maladjustment were considerably higher than those found for boys in city school systems, but not as those reported for boys in a state reform school. (Lende)

Mungovan, J.F. "More About Retrolental Fibroplasia," American Journal of Ophthalmology, 41:117-118, 1956.

Nebo, John C., et al. "Social and Emotional Adjustment of School Children with Eye Handicaps: A Multi-Discipline Approach," Sight-Saving Review, 26: 156-162, Fall, 1956.

A panel of experts explain how the special services and the team approach are necessary for best results in working with the partially seeing child.

Nelson Mary S., and Godfrey D. Stevens. "Preschool Services for Visually Handicapped Children," Exceptional Children, 19:211-213, 1953. Psychological Abstracts, 28:1-2, January-February, 1954.

The board of education and the local Association for the Blind cooperatively operate a nursery school program (in which one half of the children are sighted), a home counseling service (for which one half of the teacher's time is used), and a parent activity program for fund raising, location of children, and promotion. One year's operation has sharpened sensitivity to such problems as transportation, housing, shortage of trained personnel, and the adequacy of the case work evolving from the visitation aspect of the program (T.E. Newland)

Norris, Miriam. "What Affects Blind Children's Development," Children, 3:123-129, 1956.

Psychological Abstracts, 31:4, August, 1957.

The author describes the Chicago project focused on children blinded by retrolental fibroplasia. The conclusions point to a moral equally applicable to those who work with children sightless from other causes. The author analyzes (1) general principles underlying the study; (2) objectives of the study; (3) method of the study; (4) findings of the study; (5) summary of results; (6) expectations and experiences; and (7) counseling service. (S.M. Amatora)

Norris, Miriam, Patricia J. Spaulding, and Fern H. Brodie. Blindness in Children. Chicago: University of Chicago Press, 1957. Psychological Abstracts, 32:1, February, 1958.

A report on a five-year longitudinal study reaching the conclusion that under optimal conditions the blind child can develop into an independent, freely functioning individual who compares favorably with sighted children in his total adaptations. Recognition of the blind child's dependence upon favorable opportunities for learning is basic to any understanding of the project findings. A total of 259 blind preschool children were observed, 66 of whom were studied intensively. The first part of this report describes the research methods and findings, while the second part presents case histories of six retrolental fibroplasia children illustrating "adjustment ranging from very favorable to very unfavorable." 78 item bibliography. (B. Lowenfeld)

Oi, Heichero, Kyoti Koyanagi, and Takanori Maehigashi. "Experimental Researches on the Process of Solving 'Tactile Black-Design Problems' by Blind Children," Tohoku Psychologica Folia, 15:1-10, 1956. Psychological Abstracts, 31:3, June, 1957.

To examine the relationships between tactile-motor perception and thinking, 10 blind children were exposed to the Kohs Color Cube Tests, substituting sandpaper for color on the cubes. The laws of configuration governing the relation between visual perception and thinking can be applied in some cases to the relation between tactile-motor perception and thinking. French and German summaries. (G. Rubin-Rabson.)

Olson, Willard C. Child Development. Boston: D.C. Heath and Co., 1949. 417 pp.

Reveals the sources of generalizations in child development. Attempts to bridge the gap between theory and practice and points up the significance of research. Utilizes a multi-discipline approach to promote a better understanding of children.

Palacin Iglesias, Gregorio B. "Psicologia y Educacion de los Ciegos," (Psychology and Education of the Blind), Boletin del Instituto Internaciona Americano de Proteccion a la Infancia, Montevideo, 27:425-439, 1953.

Psychological Abstracts, 29:4, August, 1955.

Thirty-five thousand children in Latin-America are not getting an education because there are no special schools for them. A knowledge of the special psychology and the necessary methods could be acquired by many teachers in order to educate most of these children in regular schools. There are certain differences, in method, based upon the need to substitute touch for seeing, even when there is no mental impairment. There is also a difference between the way a person learns when he was born blind and the way he learns if he has lost his sight later and still preserves his visual memories. (M.M. Gillet)

Parmelee, Arthur H. "The Developmental Evaluation of the Blind Premature Infant," American Journal of Diseases of Children, 90:2:135-139, August, 1955.

Rehabilitation Literature, 1950-1955.

When proper correction is made for the weeks of prematurity, standards for full-term infants can be used with premature and blind premature infants. Sitting, standing, and walking alone are definitely delayed in the blind premature child, seemingly because of dependence on vision for balance.

Parmelee, Arthur H., Jr., Margery Gilbert Cutsforth, and Claire L. Jackson. "Mental Development of Children with Retrolental Fibroplasia," Journal of Diseases of Children, 96:641-654, December, 1958. Rehabilitation Literature, XX:2, February, 1959.

Patz, Arnall. "Oxygen Studies in Retrolental Fibroplasia," American Journal of Ophthalmology, 291-308, September, 1954

A report of recent findings regarding the control of retrolental fibroplasia.

Patz, Arnall. "The Role of Oxygen in Retrolental Fibroplasia", Pediatric, March, 1957.

New Outlook for the Blind, 51:9, November, 1957.

The results of a controlled nursery study supported by observations of others in both uncontrolled and controlled studies, clearly established the over-use of oxygen in premature nursery as an important and probably the principal factor in the development of retrolental fibroplasia. This is a copy of the E.Mead Johnson Award Address given at the Annual Meeting, October 10, 1956, of the American Academy of Pediatrics.

Payne, D. and P. Nissen. "Parent-Child Relations and Father Identification Among Adolescent Boys," Journal of Abnormal and Social Psychology, 52:358-362, 1956. (Underberg)

Pelone, Anthony J. Helping the Visually Handicapped Child in a Regular Class. New York: Teachers College, Columbia University Bureau of Publications, 1957.

Exceptional Children, 24:9, May, 1958.

Offers a wealth of practical information on the school adjustment of the child and the management of children enrolled in regular public school classes.

Petrucci, Dorothy. "The Blind Child and His Adjustment," New Outlook for the Blind, 47:8:240-246, 1953.

Psychological Abstracts, 29:1, February, 1955.

Three main methods which teachers and house parents in a residential school for the blind can use in influencing the emotional problems for the blind child and indications of emotional maladjustment are explored.

Raskin, N.J. "Play Therapy with Blind Children," New Outlook for the Blind 48:290-292, 1954.

Psychological Abstracts, 30:1, February, 1956.

Play therapy with blind children is basically the same process that it is with children who see. It may be carried on in the same setting and is based on the same therapist attitudes that are considered therapeutic for seeing children. The impression made by the children is based on individual personality characteristics rather than their blindness. Like all children, they have a developing awareness of themselves in relation to the world around them, but they have a special problem of having to react to attitudes of solicitousness and pity on the part of others. Parents of blind children in play therapy should be given an opportunity to explore their problems, but if they choose not to, the children may still profit from their therapeutic experience. (N.J. Raskin)

Raskin, Nathaniel J. "Vocational Counseling of Blind Students. New York: American Foundation for the Blind, 1955.

Psychological Abstracts, 30:1, February, 1956.

The results of a questionnaire study are reported in which data of 209 and 273 students of schools and classes for the blind graduating or terminating their education in 1948 and 1953 respectively

were used. The questionnaires covered the degree of vision, reasons for terminating school, status since leaving school, characteristics of the counseling process, information about the counselors, and about the typical student and counseling he received. The report also discusses briefly the relationship between state rehabilitation agencies and schools for the blind and their comments and opinions about each other. (B. Lowenfeld)

Rawls, Rachel F. "Objective Tests and Testing of Blind Children," New Outlook for the Blind, 48:2:39-48, February, 1954.

Tests adapted for use with the blind and briefly described are group and individual intelligence tests, social-maturity scales, measures of various aptitudes, interest scales, personality inventories, and achievement tests. Sources for the tests are listed.

Reckless, Walter, Simon Dinitz, and Ellen Murray. "Self Concept as an Insulator Against Delinquency," American Sociological Review, 21:744-746, December, 1956.

Reports a study of self-images of sixth-grade boys in one city. Identifies certain components that enable young boys to withstand delinquent behavior.

Reese, A.B. "An Epitaph for Retrolental Fibroplasia," American Journal of Ophthalmology, 40:267-269, 1955. (Axelrod)

Robinson, Marion. "A Team Approach in Preventing Maladjustment," Children, 2:69-73, March-April, 1955.

A research group studies, plans, and implements a community program by locating and attacking problems presented by the multi-problem families.

Rosenbloom, Alfred A. "A Critical Evaluation of Visual Diagnostic Materials," Elementary School Journal, 56:27-31, 1955. Psychological Abstracts, 30:4, August, 1956.

School surveys reveal that one-fourth to one-half of our school population needs visual care. The author discusses ways of identifying and assisting those who need this care. Under five headings he discusses topics in detail: (1) visual characteristics considered important; (2) characteristics evaluated by screening tests; (3) reliability and validity of screening tests; (4) interpreting test findings; and (5) problems and limitations of visual screening. He shows how refractionists must work with educators in identifying and assisting children with visual problems. (S.M. Amatora)

Rosenstein, Joseph. "Tactile Perception of Rhythmic Patterns by Normal Blind, Deaf, and Aphasic Children," American Annals of the Deaf, 102:5, November, 1957.

Rothman, Ruth. "Group Counseling with Parents of Visually Handicapped Children," International Journal of Group Psychotherapy, 6:317-323, 1956.

Psychological Abstracts, 31:5, October, 1957.

Group counseling for parents of blind and visually handicapped children has been conducted with 6 groups over a period of 4 years.

"We have considerable conviction that parent group counseling does not replace individual counseling or therapy, but when used selectively as an integral part of the help offered within a total agency program is a useful process with constructive potentials for parents of blind children and perhaps also for all parents whose children may be 'different'." (D. Raylesberg.)

Saffian, Sadie, "A Statistical Review for 1956," U.S. Department of Health, Education and Welfare, Social Security Administration Children's Bureau, 1958. (Children's Bureau Statistical Series 44)

Schlaegel, T.F. "The Dominant Method of Imagery in Blind as Compared to Sighted Adolescents," Journal of Genetic Psychology, 83:265-277, 1953, Psychological Abstracts, 28:9-10, September, October, 1954. It was found that the imagery of Blind School subjects was significantly affected by two factors. (1) Present visual acuity. Those subjects with the poorest vision had the least number of visual, and the greatest number of auditory responses. As the visual acuity (at Blind School levels) increased, there was an average increase in visual imagery responses to an extent even greater than that of normal controls. (2) Age of onset of incapacitating loss of vision. If the onset was before the age of six, visual imagery tended to disappear, being most pronounced in those subjects with the poorest vision." (Z. Luria)

Sarason, Seymour B. Psychological Problems in Mental Deficiency. Second edition. New York: Harper and Brothers, 1953. 402 pp.

Sargent, Porter. (Pub.) Directory for Exceptional Children. Boston: Porter Sargent, Publisher, 1958.
Rehabilitation Literature, XIX:6, June, 1958.

Scholl, Geraldine. "Intelligence Test for Visually Handicapped Children," Exceptional Children, 20:116-120; 122-123, 1953.
Psychological Abstracts, 28:7-8, July-August, 1954.

The procedure is described whereby, with certain modifications, all 12 WISC tests were administered to 14 partially sighted and all six of the verbal series were given to 9 blind pupils. Median full-scale IQ was 86; median verbal IQ was 94 - both corresponding closely with the school's previous medians for these groups. (T.E. Newland)

Schrager, S. "A Study of Parent-Child Relationships Utilizing a Role-Taking Technique," Psychology Newsletter, 4:4, 1955. (Underberg)

Services for Children with Vision and Eye Problems: A guide for Public Health Personnel. Prepared jointly by the Committee on Child Health for the American Public Health Association and the National Society for the Prevention of Blindness. New York: The American Public Health Association, Inc., 1956. Reviewed by Janice W. Harris, The New Outlook for the Blind, 51:3, March, 1957.

Fifth in a series geared specifically to public health personnel, this volume can be used independently of or in conjunction with its

companions. Organization, format, and level suggest high potential value to community leaders generally and to interested parents' groups, both of whom would be well advised to read the First Volume, Services for Handicapped Children.

Sewell, William H., and Archie O. Haller. "Social Status and the Personality Adjustment of the Child," Sociometry, 19:2, June, 1956.

Social Service Review. Proceedings of the Conference on Research in the Children's Field, XXX:3, September, 1956.

Includes papers on research problems and possibilities on adoption, residential treatment, psychiatric clinic services, group work research planning. 223 item bibliography.

Sommers, Vita Stein. The Influence of Parental Attitudes and Social Environment on the Personality Development of the Adolescent Blind. New York: American Foundation for the Blind, 1944.

Stockert, F.G. (von) "Storungen der Darstellungsfunction bei Sinnesdefekt Gleichzeitig ein Beitrag zum Agnosie-Problem," (Disturbances of the Representative Function as a Result of Sensory Deficit: A Contribution to the Problem of Agnosia) Nervenarzt, 23:121-126, 1952. Psychological Abstracts, 27:4, April, 1953.

To study the effects of congenital blindness on children's capacity for plastic representation, subjects were asked to form from plasticine a plate with knife, fork, and spoon, and a head. Characteristic of the products was a lack of proportion in the size of component details. Another series of experiments with children deaf and dumb from birth, using the Jung list, the Rorshach test, and doll play, generally disclosed a relatively concrete mode of response; "Abstract reflections and local organization are lacking; single details are arranged in series without relationship to one another." (E.W. Eng)

Stolurow, Lawrence M. "The Institute for Research on Exceptional Children, University of Illinois," Exceptional Children, 24:9:429-434, May, 1958.

Rehabilitation Literature, XIX:7, July, 1958.

Founded in 1952 as an interdisciplinary group to provide training for research workers and teachers in special education, to promote better understanding of the problems and needs of both the handicapped and the gifted, and to aid public and private agencies working in behalf of the exceptional child, the Institute has a program dealing with the psychological, social and educational problems of the exceptional both within and outside institutions. Current status of the program and some pertinent findings are discussed briefly.

Stone, Fred H. "ACritical Review of a Current Program of Research into Mother-Child Relationship," in Gerald Caplan, Emotional Problems of Early Childhood. New York: Basic Books, 1955.

Strauss, Alfred A., and Newell C. Kephart. Psychopathology and Education of the Brain-Injured Child. New York: Grune and Stratton, 1947. 206 pp.

Street, Roy F. "The Social Adjustment of Children with More Than One Exceptional Characteristic," Journal of Exceptional Children, 8:16-25, October, 1941.

Teagarden, Florence M. Child Psychology for Professional Workers. Revised edition New York: Prentice-Hall, 1946. 613 pp.

Presents the general characteristics of childhood and of various groups of handicapped children including visually handicapped.

Tenny, John. "The Minority Status of the Handicapped," Exceptional Children, 19:260-264, 1953.

Psychological Abstracts, 28:1-2, January-February, 1954.

A handicap tends to produce social distance. Other factors contribute to a kind of minority status: unfavorable portrayal in literature, frequent segregation (particularly in schools), and vocational disadvantages. Social status of the handicapped as children and as adults varies. Homogeneity of handicap does not exist. To meet the needs of the neglected 75% of this group, specific "action programs" are proposed which, it is believed, will tend to reduce the minority status. (T.E. Newland)

Terry, Theodore L. "Extreme Prematurity and Fibroplasia Overgrowth of Persistent Vascular Sheath Behind Each Crystalline Lens," American Journal of Ophthalmology, 25:203-204, 1942.

Terry, Theodore L. "A Visual Defect of the Prematurely Born Infant," New Outlook for the Blind, 211-213, October, 1945.

Dr. Terry was the first ophthalmologist to define the ocular condition, "retrolental fibroplasia", often found in premature infants.

Thompson, George G. Child Psychology. Boston: Houghton Miflin Co., 1952. 667 pp.

Presents in a scholarly fashion the science dealing with children's behavior and psychological growth. The book is heavily documented with research and is comprehensive.

Thompson, R. Paul. "A Music Program for Visually Handicapped Children," New Outlook for the Blind. 51:43-55, February, 1957.

Introduction: The material for the music program as herein offered was developed largely through the stimulus of a braille music workshop directed by Mrs. Florence Henderson, at the San Francisco State College during the 1955 summer session. Its suggestions have met with trial and revision and subsequent trial and more revision and lend the observation that much more might, with profit, be done in the same worthwhile field of investigation. The presentation of the program is organized as follows:

I. Whole-Child Music Experience

II. Music Experience Areas

III. The Instrumental Plan - Teaching Music Reading Through Playing

IV. The Vocal Plan - Teaching Music Reading Through Singing

Tizard, J. "Research in Mental Deficiency," Medical World, 89:1:41-45, July, 1958.

Rehabilitation Literature, XIX:9, September, 1958.

An English authority in the field of mental deficiency reviews research needs in this area which have been suggested by the recommendations of the Royal Commission on the Law Relating to Mental Deficiency.

Tretakoff, Maurice I., and Malcolm J. Farrell. "Developing a Curriculum for the Blind Retarded," American Journal of Mental Deficiency, 62: 4:610-615, January, 1958.

Rehabilitation Literature, XIX:9, September, 1958.

Describes the administration, educational goals, and curriculum of the Ransom A. Greene Blind Unit of the Walter E. Fernald State School, Waverly, Massachusetts. The unit was established to meet the problem of educating and training blind retarded students. The program, oriented toward therapy, includes play therapy, sense training, kindergarten (which is an extension of sense training,) music, woodworking shop, occupational therapy, recreation and physical education. Only the mildly retarded blind advance far enough to enter academic classes.

Wanacek, Ottakar. "Erziehungsprobleme beim blinder Kleinkind," (Education Problems in Small Blind Children), Acta Psychotherapeutica Psychosomatica et Orthopaedagogien 3:226-230, 1955.

Psychological Abstracts 30:4, August, 1956.

Through the loss of the early perceptive period (2-6 months) the child born blind is deprived of a multitude of sensory and related motor experiences. This deprivation lies at the root of the subsequent passivity which characterizes such individuals. The crucial educational problem consists in providing a substitute for the loss of innumerable motor stimuli normally acquired by way of reflexes. English and French summaries. (G. Rubin-Rabson)

Weintraub, David H. and Alvin Tabankin. "The Relationship of Retrolental Fibroplasia to Oxygen Concentration," Journal of Pediatrics, July, 1956.

The New Outlook for the Blind, 51:4, April, 1957.

The purpose of this report is to present further evidence that in the premature infant retinal detachment, whether partial or complete due to retrolental fibroplasia, is in some way related to the prolonged use of high concentrations of oxygen.

Wellisch, E. "Eye Manifestations in Maladjusted Children," Journal of Mental Science, 98:457-463, 1952.

Psychological Abstracts, 27:5, May, 1953.

Four cases are detailed to illustrate psychological ocular disorders. (W.L. Wilkins)

Werner, Heinz. "The Figure-Ground Syndrome in the Brain-Injured Child," International Record of Medicine and General Practice Clinics, 169:362-367, June, 1956.

Williams, Myfanwy. "An Intelligence Test for Blind and Partially Sighted Children," Bulletin of the British Psychological Society, 30:32, 1956.
Psychological Abstracts, 31:3, June, 1957.

Williams, Myfanwy, "Intelligence Test for Children with Defective Vision." University of Birmingham and College of Teachers of the Blind and Royal National Institute for the Blind, 1956.
New Outlook for the Blind, 52:5, May, 1958.

Wilson, E.W. "A Medical Social Approach to the Needs of the Preschool Blind,"
New Outlook for the Blind, 40:222-226, 1946.

Gives a list of problems which have been repeated in many situations, based on information gathered in interviews with 80 mothers of preschool blind children, and in observation of the children themselves.

Wilson, E.W. "Parental Attitudes," in Berthold Lowenfeld, The Blind Preschool Child, New York: American Foundation for the Blind, 1947.

Parenthood is an experience with many emotional aspects. Every parent has attitudes toward his child, and these reactions are related to many factors. It is the caseworkers' function to ascertain the parental attitudes which may be harmful to the mother-child relationship. (Lende)

Witmer, Helen. "A Research Program for the Childrens Bureau," U.S. Department of Health, Education and Welfare, Social Security Administration, Childrens Bureau, 1953.

Wolf, Anna W.M. "The Emotional and Social Development of the Young Child," in Berthold Lowenfeld, The Blind Preschool Child, New York: American Foundation for the Blind, 1947. (Gowman)

Wright, Benjamin. "Attitude Toward Emotional Involvement and Professional Development in Residential Child Care," Index to American Doctoral Dissertations, 1956-1957.

Young, Charles R. "Scouting in Residential Schools for the Blind," International Journal for the Education of the Blind, 7:1:22-25, October, 1957.
Exceptional Children, 24:5, January, 1958.

A survey of residential schools in the U.S. revealed scouting programs more than 40 years old but it was determined that no one type of program could best serve the needs of all schools.

Young, Marjorie A.C. The Partially Seeing - Psychological Aspects. New York: National Society for the Prevention of Blindness, Inc.
Psychological Abstracts, 28:3-4, March-April, 1954.

Presents statistics on the causes and degree of partial sight in school children and gives a characterization of the educational programs available to them favoring cooperating placement plans in regular public schools. The common eye defects are described and problems of personal adjustment caused by them are discussed. The influence of various types of eye defects on vocational counseling and job placement, and general principles related to eye comfort under occupational conditions are reviewed. 19 references. (B. Lowenfeld.)

CHAPTER SIX

THE DEAF-BLIND

The deaf-blind is the content category in this compilation that deals with the two sensory deprivations and includes problems of communications of autistic and aphasic blind children who have a hearing loss as well as blindness. Both children and adults are included. Blind children with multiple handicaps other than deafness are excluded from this category.(22)

Table 21 summarizes the characteristics of research projects and publications in this category. As has been noted previously (23) this relatively new field of inquiry shows many differences from the other categories. The percentage of projects, books and monographs are relatively high; dissertations are low. Except for monographs the number of related materials (rather than research directly on the deaf-blind) are relatively high, with most being recent.

In general, this present compilation has included some noteworthy research on hearing as of interest to problems of deaf-blindness. For example, included among research projects, is one whose purpose is "a systematic investigation...of the perceptual abilities, intelligence and characteristics of learning in groups of deaf and aphasic children", research now underway at the Central Institute for the Deaf in St. Louis, Mo....Included among books is Minski's Deafness, Mutism and Mental Deficiency in Children.

The major outlet of direct publication in this field of inquiry has been monographs, probably because the complexity of the combined deprivations has made short articles less feasible than in other areas. While the continued level of analysis and research by monograph publication is desirable, the definitive work on the deaf-blind (similar to Gowman's and the VA survey of the blinded veterans) remains to be done. Undoubtedly before it can be done much basic research (on such topics as sensory deprivation and substitution, diagnostic standards, social statistics, emotional deprivation and communication, and therapeutical standards) must be undertaken. By this means, the limits of the field of inquiry could be set and meaningful topics of research set forth for further work.

(22) Other categories for cross reference are: the young blind for the multiply handicapped and the adult blind for vocational and personal reorganization.

(23) See Tables 2-7, Tables 14-16

TABLE 21

Characteristics of Items on the Deaf-Blind

	Projects			Publications				
	Books -52	Monographs +53	Dissertations -52	Articles +53	Articles -52	Articles +53	Opp -10Opp	Opp +10Opp
Direct	2	0	2	0	10	0	4	7
Related	14	1	1	0	3	2	9	34
SUBTOTAL	16	1	3	0	13	2	13	41
TOTAL	16	4		13	4	2	54	54

TOTAL PUBLICATIONS: -52:16, +53:59; Direct: 23, Related: 52

After clearer definition of problem areas, the more substantial research such as is found in many monographs and most dissertations could be expected to follow. Until this pulling together of the field into a unified research plan with topics that are feasible and essential to be investigated is done, research on the deaf-blind at its present level is adequate only on certain phases of the day-to-day routine of the deaf-blind person. The larger problems remain to be attacked.

Research Projects

120. Title: "Psychological Concomitants of Communications Disorders"

Purpose: A systematic investigation will be made of the perceptual abilities, intelligence, and characteristics of learning in groups of deaf and aphasic children. This information will supplement the usual routine measures of speech, hearing, and intellectual ability, and thus permit a more adequate description of the deaf and aphasic populations. Comparisons of these results with those of normal groups may establish which of the variables can be attributed to the physiological concomitants of the disorders and which to the kind of educational procedures that are used.

Investigators: Ira J. Hirsh, Head Psychological Laboratory, Research Department; Donald G. Doehring, Psychologist Research Department; Robert C. Bilger, Psychologist, Research Department.

Conducted By: Central Institute for the Deaf, 818 South Kingshighway, St. Louis 10, Missouri.

Reference: Department of Health, Education and Welfare, Public Health Service, Washington, D.C.

Fiscal Year Initiated: June 1958.

121. Title: "Improving and Accelerating the Process of Raising the Hearing of Blinded Persons to a Greater Degree of Usefulness"

Investigators: Allan W. Sherman, M.A., Director, The Cleveland Society for the Blind; Stanley Zerlin, M.A., Research Assistant, Cleveland Hearing and Speech Center; Earl D. Schubert, Ph.D., Coordinator of Research, Cleveland Hearing & Speech Center; John A. Campbell, M.A., Psychologist, Vocational Guidance and Rehabilitation Services; Charles Richard Porter, Ph.D., Assistant Professor of Psychology, Western Reserve University.

Conducted by: The Cleveland Society for the Blind, 1958 East 93rd Street, Cleveland 6, Ohio.

Reference: Department of Health, Education and Welfare, Office of Vocational Rehabilitation

122. Title: "An Evaluation of the Program of the Industrial Home for the Blind with Development of a Manual on the Rehabilitation of the Deaf-Blind to be used through the Nation"

Purpose: A study of the program within the IHB premises (at the residence, in the workshops, in the recreation centers, etc.) will serve to point up and define methods used in a rehabilitative process with the deaf-blind person. Every Deaf-blind person participating in the program, both at his home, and at the agency, will be completely evaluated medically, socio-economically, and psychologically.

A series of interviews will be made with the deaf-blind persons themselves; with blind persons with whom the deaf-blind are working, living, and enjoying recreational activities; and with agency staff concerned. An evaluation schedule will determine effectiveness of rehabilitation procedures related to employability, economic self-sufficiency and social integration, and adjustment to isolating factors implicit in deaf-blindness.

Secondary studies will be made in communication methods; educational history of the congenitally deaf who became blind, of the congenitally blind who became deaf, and of those who have lost both sight and hearing in maturity, to determine the difference in rehabilitative techniques among each of these three groups; imagery, and vocabulary essential to social integration, with most effective training techniques; physical, emotional and psychological, and social effects of deaf-blindness.

The manual will consist of (1) a report on the findings and (2) a handbook setting forth essential procedures in offering services to the deaf-blind. The manual will attempt to establish minimum standards for facilities, equipment, personnel, and procedures, and will include training data.

Investigator: George E. Keane
Conducted by: Industrial Home for the Blind, Brooklyn, New York
Financed by : Office of Vocational Rehabilitation (in part)
Washington, D.C.

123. Purpose: To develop a research design for a follow-up study to explore the effects of educational experience in a school for the deaf on vocational adjustment.
Investigators: Leo E. Connor, Ed. D.
Conducted by: Lexington School for the Deaf, 904 Lexington Ave., New York 21, New York.
Fiscal Year Initiated: 1958.
Duration: One year.

124. Purpose: To inventory the variety of jobs performed by deaf persons throughout the nation and evaluate factors associated with occupational success or failure.
Investigator: Byron B. Burnes
Conducted by: National Association of the Deaf, 2495 Shattuck Ave. Berkeley, California
Fiscal Year Initiated: 1956.
Duration: Two years.

125. Purpose: To study the occupational status of deaf adults and the conditions influencing their success as workers.
Investigators: Irving S. Fusfeld; Byron B. Burnes
Conducted by: National Association of the Deaf, Washington, D.C.
Reference: Department of Health, Education and Welfare, Office of Vocational Rehabilitation (Bio-Sciences Information Exchange, Smithsonian Institution)

126. Purpose: To help overcome vocational disability in deaf persons with mental health problems by establishing a psychiatric clinic where treatment is especially designed for those who are unable to carry on a normal conversation.
Investigator: Franz J. Kallman, M.D.
Fiscal Year Initiated: 1955
Duration of Project: 5 years
Conducted by: New York State Psychiatric Institute, 722 West 168th Street, New York 32, New York

127. Title: "Auditory Impairments of Old Age"
Investigator: R. Carhart (Northwestern University)
Fiscal Year Initiated: September, 1958.
Reference: National Science Foundation, Government Sponsored and Government Supported Research Social Sciences and Interdisciplinary Areas

128. Title: "Vision and Hearing Screening Program in Prince Georges County, Maryland"
Fiscal Year Initiated: February 12, 1957.

Reference: U.S. Department of Health, Education and Welfare, Public Health Service, Sources of Morbidity Data, Listing Number 5, 1957

129. Title: "New Training for the Preschool Hard of Hearing"
Investigators: Edgar L. Lowell, Ph.D., Principal Investigator; Newton Metfessel, Ph.D. Assistant Professor, University of Southern California, Research Psychologist; Gilbert Sax, M.A., Research Assistant; Edith McIntire, M.A., Teacher of the Deaf; Norma Bain Norton, M.A., Teacher of the Deaf;
Conducted by: John Tracy Clinic, 806 West Adams Boulevard, Los Angeles 7, California
Reference: Department of Health, Education and Welfare, Public Health Service, National Institutes of Health.

130. Title: "An Integrated Medical-Audiologic Diagnostic Program"
Purpose: To explore the diagnostic and audiologic needs of preschool children who have some form of central involvement in addition to a hearing problem.
Investigators: Edgar L. Lowell, Ph.D. Administrator, John Tracy Clinic, Los Angeles, California.
Methods: Complete pediatric, otological, neurological, psychiatric, and laboratory work-up followed by intensive audiological treatment with complete behavioral observations in areas of auditory development, language development, social, and emotional development, motor coordination, and intellectual development. Follow-up returned medical group for re-evaluations.
Subjects: Children under 6 years of age with a communication problem, not solely attributed to a hearing deficit.
Cooperating Groups: Bureau of Crippled Children's Services, California State Department of Public Health; Children's Bureau, Social Security Administration, U.S. Department of Health, Education and Welfare.

131. Title: "A Study of Cognitive Development and Performance in Children with Normal and Defective Hearing"
Investigator: Mildred C. Templin, Ph.D., Associate Professor, Institute of Child Development and Welfare
Supporting Agency: U.S. Department of Health, Education and Welfare, Office of Education, Cooperative Research Program.
Conducted by: University of Minnesota, Graduate School, Minneapolis, Minnesota.
Purpose: The purposes of the project are: (1) to study concepts, generalizations and abstractions as they are formed by children in their everyday experiences and in controlled experimental situations, and (2) to trace performance of the same children in these areas over a period of years.
Hearing, hard of hearing and deaf children selected on the basis of measured hearing, acuity will make up

the sample. In each group, it is planned to include children for initial testing at 6, 9 and 12 years of age, and to test them yearly for three years with about 144 children, 48 in each hearing acuity group in the final sample. Information will be obtained for children at each age from first grade through junior high school, and on short term development in the same children within this age range.

The responses of children will be scored quantitatively and classified into various qualitative categories. Comparisons of performance of children according to age within each hearing acuity group, among hearing acuity groups at various ages, and changes in performance of the same children will be studied.

132. Purpose: For conducting a pilot program in speech and hearing rehabilitation in connection with an existing physical rehabilitation center.

Investigator: Martin C. Schultz, Ph.D.

Conducted by: University of Pennsylvania, 3320 Walnut Street, Philadelphia, Pennsylvania

Fiscal Year Initiated: 1955

Duration : Three years

133. Purpose: To investigate in 1000 hard of hearing adults the relationship between audiological test results and social-psychological-vocational measures of disability.

Investigators: Leo G. Doerfler, Ph.D.; Jack Matthews, Ph.D.

Fiscal Year Initiated: 1958.

Duration : Two years

Conducted by: University of Pittsburgh, Pittsburgh 13, Pa.

134. Title: "Verbal Learning Among Children with Reduced Auditory Acuity"

Investigators: John H. Gaeth, Ph.D., Professor of Education and Director of Hearing Clinic and Education of the Deaf Program; Mary M. Collins, M.Ed., Research Associate, Special Education Department; Patricia Humphrey, B.A., Research Associate, Psychology Department

Conducted by: Wayne State University, School of Education, Detroit, Michigan

Supporting Agency: United States Department of Health, Education and Welfare, Office of Education, Cooperative Research Program

Reference: Bio-Sciences Information Exchange, Smithsonian Institution

References

American Foundation for the Blind. Training and Employment of Deaf-Blind Adults. New York: American Foundation for the Blind, 1956.
Psychological Abstracts, 31:1, February, 1957.

Considerations of the workshop were confined to "that group of blind individuals whose hearing loss is so severe that they cannot follow connected discourse through the ear, even with maximum amplification." After a general discussion of essential background information, clarification of terms and coordination in case-finding, three committees studied specific vocational goals: employment in competitive industry, employment in a sheltered workshop, and individual homework and self-employment. The establishment of regional centers to which deaf-blind persons and professional staff can be sent for special training was recommended. (B. Lowenfeld)

American Hearing Society. Hearing Loss; A Community Loss. Washington, D.C., American Hearing Society, 1958.
Rehabilitation Literature, XIX:6, June, 1958.

Published by the Society with the aid of a grant from the U.S. Office of Vocational Rehabilitation, this guide for the establishment of hearing health programs and for rehabilitation of the deaf and hard of hearing contains articles by authorities in the field of community organization, otology, audiology, education, social work, psychology, and vocational counseling. Part I discusses the hearing handicapped in general, difficulties which they face, and how the community can aid in restoring them to a productive life. Part II offers a framework upon which professional workers and lay leaders within the community can provide rehabilitation services based on existing facilities. Part III considers varied aspects of hearing conservation and prevention of deafness, with the essential services necessary for total rehabilitation of the hard of hearing. Additional information of a more technical nature is included in the appendix, discussing psychological and audiological techniques for testing purposes, listing manufacturers of facilities and equipment, and giving a vocabulary of terms used in the guidebook, as well as a selected list of additional references.

Ammons, Carol H., Philip Worchel, and Karl M. Dallenbach. "Facial Vision," American Journal of Psychology, 66:519-553, 1953.

Experiments on perception of blind and blindfolded subjects which had previously been conducted indoors were duplicated under outdoor conditions. Blindfolded subjects rapidly learned to perceive obstacle under complex and variable outdoor conditions. No single condition was found necessary for perception although auditory cues proved to be the most reliable and accurate ones. Other cues used were sound, odor, temperature, and wind pressure. Course of learning in subjects blindfolded only was sudden, in those blindfolded and deafened learning tended to occur more gradually. (J.A. Stern)

Barker, Roger G., Beatrice A. Wright, Lee Meyerson, and Mollie R. Gonick. Adjustment to Physical Handicap and Illness: A Survey of the Social Psychology of Physique and Disability. New York: Social Science Research Council, XVI:44, 1953.

Brill, Richard G. "Education of the Deaf and the Hard of Hearing," Exceptional Children, 23:194-198, 1957.
Psychological Abstracts, 32:1, February, 1958.

Many educators have ignored essential differences between the deaf child and the hard of hearing child. In a public school program, deaf children are often taught by teachers who have no adequate supervision and who are not specifically trained to handle the special problems of the deaf child. The author contends, "Hard of hearing children should be educated in a school for hearing children with a special supplementary program. Deaf children should be educated...in a school where there are enough other deaf children to have a well graded and complete program and staff." (J.J. Gallagher)

Cobb, Katherine. "Special Disabilities," Annual Review of Psychology, 4:361-386, 1953.
Psychological Abstracts, 27:9, September, 1953.

Special disabilities are defined as "any defect or disability that may occur in an otherwise normally functioning person." Within this definition the literature for the year ending May 1, 1952 is reviewed under the major headings: blindness and visual defects, defective hearing and speech defects. 138 item bibliography.
(C.M. Louttit)

Cohn, L. "Substitute Functions of the Blind and the Deaf and Blind," British Journal of Ophthalmology, 38:680-684, 1954.

Cloud, T.A. "The Education of the Deaf-Blind in the United States." 1837-1952, Theses and Dissertations Related to Rehabilitation Counselor Education, Code 318, April 1, 1958.

Dinsmore, Annette B. Methods of Communication with Deaf-Blind People. New York: American Foundation for the Blind, 1959.

Communication with deaf-blind people either requires a process of learning on the part of the speaker and on the part of the deaf-blind person, or requires learning only by the deaf-blind individual who can then converse with anyone. Systems in both groups are explained and advice on their application is given. (B. Lowenfeld)

Eisenstadt, Arthur. "The Speech Status and Speech Ability of Visually Handicapped Children," Dissertations Abstracts, 14:2435-2436, 1954.
Psychological Abstracts, 29:6, December, 1955.

Frampton, Merle E., and Elena D. Gall. Special Education of the Exceptional, Volume II, The Physically Handicapped and Special Health Problems. Boston, Porter Sargent Publisher, 1955.
Psychological Abstracts, 31:4, August, 1957.

The contributions of 56 persons are organized into chapters on the physically handicapped (the blind, the partially sighted, the deaf, the hard of hearing, the orthopedically handicapped, and the cardiopathic) and into chapters on special health problems (special health problems, the multiply handicapped, leprosy, muscular dystrophy, the tuberculous, and the homebound and hospitalized.) A listing of agencies, periodicals, and references is provided for all but the two chapters on special health problems and the multiply handicapped. (E. Newland)

Frisina, D. Robert. "Basic Considerations in Auditory Training," American Annals of the Deaf, 103:3:459-466, May, 1958.
Rehabilitation Literature, XIX:9, September, 1958.

A review of deviations found in the child's hearing mechanism as compared with normal problems involved in obtaining valid and reliable results in hearing tests, in testing the mentally retarded, and in determining hearing thresholds. The author also includes a brief discussion of amplification systems used sometimes in the training of children with hearing impairment. Some comparison is offered of the effectiveness of monaural and binaural stimulation.

Gelinier-Ortigues, Marie-Cecile, and Jenny Aubry. "Maternal Deprivation, Psychogenic Deafness and Pseudo-Retardation," in Gerald Caplan, Emotional Problems of Early Childhood. New York: Basic Books, 1955.

Gersuni, G.V. "Concerning New Methods of the Measurement of Hearing in Man," Journal of the Acoustical Society of America, 29:129-131, 1957
Psychological Abstracts, 32:1, February, 1958.

This paper reviews a program of research on several procedures for determining the threshold of human hearing. A wide variety of conditioned responses (galvanic skin reflex, eyelid reflex, alpha response) are compared with verbal response for determination of thresholds. In general, absolute and differential thresholds obtained by non-verbal response are associated with the same variability as with verbal responses. In certain cases, the mean thresholds obtained with verbal responses. When attention is directed to another task, auditory thresholds revealed by the non-verbal measures increase often by 20-30 db. (I. Pollack)

Hefferman, Angela. "A Psychiatric Study of Fifty Preschool Children Referred to a Hospital for Suspected Deafness," in Gerald Caplan, Emotional Problems of Early Childhood. New York: Basic Books, 1955.

Kavalgikar, Ramchandra Rao. "Education and Employment of Blind and Deaf-mute Children," Indian Journal of Social Work, 14:160-167, 1953.

Voluntary services for education and welfare of blind and deaf children in India are surveyed, and comparison figures with United States are given. What is needed in India are: accurate determination of geographical distribution and size of the problem; educational facilities for training of special teachers, and establishment of more schools for the deaf and blind; welfare legislation; rehabilitation centers. There is also need for preventive work since 90 per cent of blindness in India is thought to be preventable, beggary legislation, and propaganda. (R. Schaef)

Knower, Franklin H. "Graduate Theses in Speech and Hearing Research - 1956," Journal of Speech and Hearing Research, 1:2, June, 1958.

Lawrence, Merle. "Hearing," Annual Review of Psychology, 8:29-60, 1957. Psychological Abstracts, 32:1, February, 1958.

The selection of 208 publications for review was based on whether anything new had been added to the understanding of the way the ear works or whether any newly revealed or well established characteristics of auditory phenomena was more accurately described. The literature is considered under the headings of anatomy, mechanical properties of the ear, physiology of the inner ear, intensity discrimination and loudness, fatigue, frequency discrimination and pitch, other subjective attributes, and hearing in communication. (A.J. Sprow)

McAndrew, H. "Rigidity and Isolation: A Study of the Deaf and the Blind," Journal of Abnormal and Social Psychology, XIV: 476-494, 1948.

The purpose of this study is to inquire into the personality structure of those handicapped by deafness and blindness. Data indicate the deaf and blind are more rigid than the normal, and the deaf are more rigid than the blind. (Lende)

Meyerson, Lee. "Special Disabilities", Annual Review of Psychology, 8:437-457, 1957.

"...parts of the following areas have been selected for review; general works or reviews that are relevant to more than one disability, blindness and impaired vision, deafness and impaired hearing, and crippling." The period covered is May 1, 1952 to May 30, 1956. 96 item bibliography. (A.J. Sprow)

Monroe, Harold Jay. "A Comparative Rorschach Investigation of Functional and Non-functional Hearing Impairment," Index to American Doctoral Dissertations, 1956-1957.

Myklebust, Helmer R. The Deaf-Blind Child. Watertown, Massachusetts: Perkins School for the Blind, 1956. Psychological Abstracts, 31:3, June, 1957.

If deafness and blindness are from moderate to profound in extent, and especially if the sensory loss is congenital. a pattern develops of restriction to the close senses (Olfactory, tactile, and gustatory) for exploration of the outer world. The basic avenue of information is tactful. A comprehensive diagnosis must precede a plan for training the deaf-blind child. This includes a study of residual, sensory, neurological and psychological capacities. Diagnostic procedures for investigating these areas are described and general principles for educating deaf-blind children are suggested. (N.J. Raskin)

Myklebust, Helmer R. "The Deaf Child with Other Handicaps," American Annals of the Deaf, 103:4:496-509, September, 1958. Rehabilitation Literature, 19:11, November, 1958.

Among the multiple disorders encountered in deaf children are: brain damage with specialized language disorders, generalized mental

retardation, emotional disturbances, motor disorders, impaired vision, epilepsy, cardiac disease, and various conditions affecting the general health. Statistics from a pilot study of deaf children in a day school presenting unusual learning and adjustment problems are analyzed; tests administered in the evaluation are discussed briefly. Implications of the findings for educational programs in schools for the deaf are outlined. 24 references.

O'Neill, John J., Herbert J. Oyer, and Donald J. Baker. "Auditory skills of Blinded Individual Training with Pilot Dogs," Journal of Speech and Hearing, 1:3:262-267, September, 1958.

A study was made of the hearing acuity and discriminative abilities of 53 blinded subjects who were receiving training with pilot dogs. Tests of hearing included (1) conventional pure tone and Bekesy audiometric tests, (2) localization tests and (3) the Seashore Tests of Musical Talent.

Perkins Institution and Massachusetts School for the Blind. Conference of Educators of Deaf-Blind Children, April 13 and 14, 1953. Watertown, Massachusetts: Perkins Institution, 1954.

Papers included are: "Introductory remarks," Edward J. Waterhouse; "Present resources and present needs," Annette B. Dinsmore; "Means of determining a deaf-blind child's educability," S.O. Meyers; "Training teachers of the deaf-blind," Dr. Francis E. Lord; "Demonstrations and discussions of different methods of instruction," Maureen Gittzus; "Vocational Goals for the deaf-blind child," Peter J. Salmon; "Advantages and disadvantages of integrating the deaf-blind child in the regular residential program," Dr. Berthold Lowenfeld; "Advisability of establishing regional schools for the deaf-blind," Frank Johns, Dr. J.E. Bryan.

Peterson, Gordon E. "Speech and Hearing Research," Journal of Speech and Hearing Research, 1:1:3-11, March, 1958.

Rehabilitation Literature, XIX:7, July, 1958.

An article based on a paper presented at the Conference on Speech and Hearing Research sponsored by the National Institute of Neurological Diseases and Blindness in 1957. Dr. Peterson defines basic problems involved in research on human communication. The study of speech as a behavioral process involves such areas as mathematics, acoustics, physiology, learning theory, and linguistics and demands a meaningful and basic organization of knowledge. He includes a speech communication diagram representing the basic physiological systems involved in speech communication and suggests that the motor neural aspects of speech form the primary information source. Unsolved problems in the study of speech production are pointed out.

Torgoff, Irving. "A Study of the Delayed Response Behavior of Young Deaf Children," Index to American Doctoral Dissertation, 1956-1957.

Stevens, S.S. Bibliography on Hearing. Cambridge, Massachusetts: Harvard University Press, 1955.

Rehabilitation Literature, 1955.

This volume contains well over 10,000 titles. Subject matter in this edition devotes more space to the psychology and the acoustics of music, to deafness and deafened, to ultrasonics, and to the effects

of drugs on human and animal hearing. Listing is alphabetical by author. A classification list by subject is included.

Waterhouse, Edward J. "Helping the Deaf-Blind to Face the Future," Journal of Rehabilitation, 23:6:6-7, 15-17, November-December, 1957.
Rehabilitation Literature, XIX:9, September, 1958.

The Director of Perkins School for the Blind discusses incidence of this double handicap, the frequency of other handicaps in this group, special problems encountered in providing special education and rehabilitation services for the multiply handicapped, current status of research in the field, and the outlook for employment of the deaf-blind.

CHAPTER SEVEN

PSYCHOLOGICAL MEASUREMENT

This category differs basically from the other four preceding categories in that a rich and varied literature of high professional standards existed prior to 1953. Lende in Books about the Blind (1953) lists 142 items under Tests and Testing. Raskin in Current Research in Work for the Blind (1953) speaks of "a great deal of interest...in developing new and more effective tests of personality" (p21) and notes that "psychologists and psychometrists working independently at various schools and adjustment centers for the blind have developed their own tests for measuring various types of manual and mechanical aptitudes and skills" (page 22).

This present survey can make no attempt to assess that literature; the reader is referred to Lende and Raskin for information concerning it. The items in this present compilation are with one exception materials not covered by Lende and Raskin, making the emphasis on recent and related items and on the more technical aspects of psychological measurement. It should also be borne in mind that validated psychological tests used for the adult blind, the young blind and the deaf-blind are listed under those categories.

With these qualifications in mind, Table 22 summarizes the items in this category, it appears that many useful instruments are in use and that some valuable developmental work is going on (for example, the standardization of the Chevigny-Braverman and the Newland tests sponsored by AFB). There is a need for a study to assess the progress in this field with regard to existing instruments and needed instruments for aptitude, personality and performance testing. The recent work of Bauman and Dean points the way to a larger study on developments in this field.

TABLE 22Characteristics of Items on Psychological Measurement

	<u>Projects</u>			<u>Publications</u>				
	Books -52	Monographs +53	Dissertations -52	Articles +53	Articles -52	Articles +53	-10pp +10pp	
Direct	1	0	0	2	0	0	11	23
Related	2	5	0	0	1	1	16	24
SUBTOTAL	3	5	0	2	1	1	27	47
TOTAL	3	5	2	2	2	74	74	

TOTAL PUBLICATIONS: -52: 33, +53: 50; Direct: 36, Related: 47

Research Projects

135. Title: "Standardization of a Performance Scale to Improve the Assessment of the Aptitudes and Capacities of Blind Adults"
Investigator: Harriet C. Shurrager, Ph.D.
Conducted by: Illinois Institute of Technology, Technology Center, Chicago 16, Illinois
Fiscal Year Initiated: 1959
Duration : Two years

136. Title: "Physical Factors Affecting Hand Function Under Conditions of Environmental Stress"
Investigator: J. Lyman, University of California
Reference: Government Sponsored and Government Supported Research Social Sciences and Interdisciplinary Areas, National Science Foundation (Washington 25, D.C.)

137. Purpose: A joint project by the two universities to construct and produce a clinically useful test for aphasia based on an experimental test battery, the Primary Language test.
Investigators: Joseph P. Wepman, M.D. (University of Chicago, Chicago 37, Illinois); Lyle V. Jones, Ph.D. (University of North Carolina, Chapel Hill, North Carolina)
Fiscal Year Initiated: 1958.
Duration: Three years

138. Title: "Testing and Guiding the Blind"
Investigator: Eliezer Arnstein (Vocational Guidance Centre (Hadassah) Jerusalem)
Purpose: Thirty-five blind adults, new immigrants living in a transition camp, 20-51 years old, 23 males and 12 females, were examined psychologically in July 1954. by a battery of tests for the blind, developed by the Hadassah centre. There were measured: Sense of touch, manual dexterity, form perception, memory, arithmetic and verbal ability and spatial perception. Newcomers from Iraq were found better than those from Tripolitania: males better than females. 17 cases are briefly reported (H. Ormian).

139. Title: Basic and Complex Functions in the Blind and the Sighted, April 1958
Reference: A dissertation in the Department of Psychology, submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at New York University. (Also listed in the Young Blind)
Investigator: Seymour Axelrod

References

Alderdice, E.T., and A.J. Butler. "An Analysis of the Performance of Mental Defectives on the Revised Stanford-Binet and Wechsler-Bellevue Intelligence Scales," American Journal of Mental Deficiency, 56:609-614, January, 1952.

Bauman, Mary K. A Manual of Norms for Tests Used in Counseling Blind Persons. New York, American Foundation for the Blind, 1958. Rehabilitation Literature, XIX, 9, September 1958.

The author of this monograph, a pioneer in psychological testing of blind adults for the purpose of vocational counseling, offers some possible "norms for the blind" which may prove useful to the psychologist already trained in the use and interpretation of standard psychological tests but who has had little opportunity to work with blind persons. Norms are presented for 5 measures of manual speed and dexterity--the Minnesota Rate of Manipulation, the Pennsylvania Bi-Manual Work sample, Small Parts Dexterity (Crawford): Screw Driver Dexterity. The Emotional Factors Inventory, with its diagnostic categories, is described briefly with the reliability coefficient of each category included. Section I of the manual discusses briefly the main factors to be remembered in working with the blind and the care which must be observed in the interpretation of test results. Norms are tabulated in terms of amount of vision, sex, and age.

Bay, R. "Disturbances of Visual Perception and Their Examination," Brain, 76:515-550, 1953.

Beck, Harry S. "Bender-Gestalt Visuo-Motor Function in Mental Deficiency," American Journal of Mental Deficiency, 61: 758-760, April, 1957.

Birch, Jack W. "The Utility of Short Forms of the Stanford-Binet Tests of Intelligence with Mentally Retarded Children," American Journal of Mental Deficiency, 59:462-484, January, 1955.

Brattgård, S.O. "The Importance of Adequate Stimulation for the Chemical Composition of Retinal Ganglion Cells During Early Postnatal Development." Acta Radiolog., 1952, Suppl. 96. (Axelrod)

Bobroff, Allen. "A Survey of Social and Civic Participation of Adults Formerly in Classes for the Mentally Retarded," American Journal of Mental Deficiency, 61:127-133, July, 1956.

Brockway, Ann L., et al. "The Use of a Control Population in Neuropsychiatric Research: Psychiatric, Psychological, and EEG Evaluation of a Heterogeneous Sample," American Journal of Psychiatry, CXL: 248-262, October, 1954.

Catalano, Frank L., and Dorothea McCarthy. "Infant Speech as a Possible Predictor of Later Intelligence," Journal of Psychology, 38:203-209, July, 1954.

Cholden, L. "The Role of the Psychiatrist in the Adjustment Center for the Blind," New Outlook for the Blind, 46:225-228, 1952.
Psychological Abstracts, 28: 1-2, January-February, 1954.

Clark, W.E. Le Gros. "A Morphological Study of the Lateral Geniculate Body," British Journal of Ophthalmology, 16:264-284, 1932. (Axelrod)

Cowen, Emory L., Rita P. Underberg, and Ronald T. Verillo. "The Development and Testing of an Attitude to Blindness Scale," The Journal of Social Psychology, 48:297-304, 1958.

Critchley, MacDonald. "Tactile Thought, with Special Reference to the Blind," Brain, 76:19-35.
Psychological Abstracts, 29:1, February, 1955.

Cross, Orrin H. "Braille Edition of the Minnesota Multiphasic Personality Inventory for Use With The Blind," Journal of Applied Psychology, 31:189-198, April, 1947.
Review of Educational Research, XXIII: 5, May, 1953

Dishart, Martin. "Testing the Blind for Rehabilitation: Using a Psychological Profile," The New Outlook for the Blind, 53:1, January, 1959.

This battery was designed to meet certain informational needs of the vocational rehabilitation counselors and their blind clients in the District of Columbia. Included are four kinds of tests:

1. Intelligence (WAIS). A qualitative and quantitative evaluation.
2. Personality (Emotional Factors Inventory). This test is electronically timed and was taped by a professional actor.
3. Manual Dexterities. The major portion of the battery. These tests evaluate various manual abilities under different working conditions.
4. (School) Achievement. A minor portion of the battery.

Drever, James. "Some Observations on the Occipital Alpha Rhythm," Quarterly Journal of Experimental Psychology, 7:91-97, 1955.
Psychological Abstracts, 30:2, April, 1956.

In order to test the hypothesis that the disappearance of the alpha rhythm during mental work is associated with the use of visual imagery" . . . occipital EEG records were taken from groups of early blind, late blind, and sighted subjects during the performance of two spatial tests. Since the test scores differentiated between the groups it was argued that the performance probably involved a visual component. When the subjects were classified into the three suggested alpha-rhythm types, M., R., and P., the groups so obtained did not differ significantly from one another in terms of test scores. This was regarded as negative evidence so far as the hypothesis under investigation is concerned, especially since the alpha rhythm type supposedly associated with prevalently visual imagery was found most frequently among the blind." (M.J. Wayner, Jr.)

Drever, James. "Early Learning and the Perception of Space," American Journal of Psychology, 68:605-614, 1955.

Psychological Abstracts, 31:1, February, 1957.

Seventy-four Ss divided into matched groups of early, late blind, and sighted were given tactile-kinesthetic tests of figure-recognition, spatial orientation, figure-classification, and the perception of straightness. The blind were superior to the sighted in all save the figure-recognition test. The late blind were superior to the early blind only in figure recognition and spatial orientation, in the remaining tests the two blind groups were approximately equal. The results give only indirect support to Hebb's distinction between early and late learning (R.H. Waters)

Edwards, Allen L., and Lee J. Cronbach. "Experimental Design for Research in Psychotherapy," Journal of Clinical Psychology, VIII:51-59, January, 1952.

Escalona, Sibylle. "Problems in Psychoanalytic Research," International Journal of Psychoanalysis, XXXIII: 11-21, 1952.

Ferber, Robert. "The Effect of Respondent Ignorance on Survey Results," Journal of the American Statistical Association, 51:576-586, 1956. Psychological Abstracts, 32:1, February, 1958.

This paper indicates that, "opinions of the informed segment of a population may differ substantially from those of the uninformed, to judge by results obtained from an experimental 'public opinion survey'...Highly significant with respect to the validity of public opinion polls may be the marked tendency for those not informed about an issue...to lean toward a neutral position and for the misinformed to differ substantially in their opinions from the minority who were informed." "On issues where ignorance or misinformation is suspected to be fairly widespread, an opinion survey would have to ascertain the state of knowledge of the respondent as well as his opinion of the subject." (C.V. Riche)

Forgays, D.G., and Janet W. "The Nature of the Effect of Free-Environmental Experience in the Rat," Journal of Comparative and Physiological Psychology, 45:322-328, 1952. (Axelrod)

Forgus, R.H. "The Effect of Early Perceptual Learning on the Behavioral Organization of Adult Rats," Journal of Comparative and Physiological Psychology, 47:331-336, 1954. (Axelrod)

Freeman, Walter, and Jonathan M. Williams. "Hallucinations in Braille-Effects of Amygdaloidectomy," Archives of Neurological Psychiatry, 70:630-634, 1953.

Psychological Abstracts, 28:7-8, July-August, 1954.

Case report of a young woman who, years after the onset of blindness, developed a schizophrenic reaction with hallucinations in audition and vision, the latter predominately in braille, unilateral mygdaloidectomy was followed by improvement (L.A. Pennington)

Frenkel-Brunswik, Else. "Intolerance of Ambiguity as an Emotional and Perceptual Personality Variable, Journal of Personality, 18:108-143, 1949.

Gallagher, James J., Paul E. Benoit, and Herbert F. Boyd. "Measures of Intelligence in Brain Damaged Children," Journal of Clinical Psychology, 12:69-72, January, 1956.

Greenberg, Herbert, and Sidney Jordan. "Differential Effects of Total Blindness and Partial Sight on Several Personality Traits," Exceptional Children, 24:3:123-124, November, 1957. Rehabilitation Literature, XIX:I, January, 1958.

A report of a study to test the inference that a totally incapacitated person would have a better chance for successful adjustment than a less handicapped individual. A specific physical handicap --blindness--was investigated to determine whether the totally blind are less neurotic, more self-sufficient, more dominant, and less authoritarian than a comparison group of partially sighted persons. Findings revealed the hypothesis was not borne out in the case of this particular test population other than for authoritarianism. Further research with certain modifications is suggested.

Haase, J.J. "Wahrnehmungen der Blinden in Geschlossenen Raumen ohne Unmittelbaren Körperkontakt," (Perception of Blind People in Closed Rooms without Close Physical Contact), Psychologische Forschung, 24:143-174, 1953. Psychological Abstracts, 30:1, February, 1956.

Hebb, D.O. and K.W. Williams. "A Method of Rating Animal Intelligence," Journal of General Psychology, 34:59-65, 1956.

Honzik, C.H. "The Sensory Basis of Maze Learning in Rats," Comparative Psychological Monographs, 13:64, 1936. (Axelrod)

Hymovitch, B. "The Effects of Experimental Variations on Problem-Solving in the Rat," Journal of Comparative and Physiological Psychology, 45:313-321, 1952. (Axelrod)

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Leplat, Jacques. "L'Examen Psychotechnique des Aveugles," (The Psycho-technical Examination of the Blind), Bulletin du Centre d'Etudes et Recherches Psychotechniques, 2:2-3: 23-27, 1923.
Psychological Abstracts, 29:3, June, 1955.

The construction of a battery of two verbal and three performance tests for the vocational guidance of the blind is presented. The author discusses the problem of validation. (G. Lavoie)

Leplat, Jacques. "Etude d'une Batterie de Tests pour Aveugles," (A Study of a Battery of Tests for the Blind), Bulletin du Centre d'Etudes et Recherches Psychotechniques, 3:1:9-14, 1954.
Psychological Abstracts, 29:6, December, 1955.

Evaluation of the possibility for employment of the blind must be based upon the capacities which the individual still retains, rather than upon the presence of the visual deficiency itself. Blindness does not itself indicate that the individual should adopt a particular vocation, say a handicraft, as the tradition has been; rather, it is an indication that certain vocations should not be pursued. The blind should be regarded in the same light as any other physically handicapped person. And consideration must be given to the adaptation of various trades and professions to the individuals remaining capacities. A battery of verbal and performance tests was especially designed which included form boards, geometrical designs, verbal comprehension, and vocabulary. Validity is discussed, and reported as adequate. (R.L. Gossette)

Livson, N.H., and T.F. Nichols. "Discrimination and Reliability in Q-sort Personality Descriptions," Journal of Abnormal and Social Psychology, 159-165, 1956.

McCulloch, Thomas L., Joseph Reswick, and Irving Roy. "Studies of Word Learning in Mental Defectives: Relation to Scores on Digit Repetition, the Stanford-Binet, M, and WISC Verbal Scale." American Journal of Mental Deficiency, 60:140-143, July, 1955.

MacFarland, D.C. "An Exploratory Study Comparing the Maze Learning Ability of Blind and Sighted Subjects,"
New Outlook for the Blind, 46:259-263, 1953.

A stylus maze was employed with (1) ten blind subjects (2) ten sighted subjects who were blindfolded during the orientation period, and (3) ten seeing subjects who were allowed to orient themselves visually before the test began. The first two groups, oriented tactually, required fewer trials, less time per trial, and made fewer errors than the third group. Considering the two superior groups, the blind required more trials than the seeing, tactually orientated group, but their average time per trial was far less. "The blind persons used a method attack which was different from that of the other groups. They worked slowly and carefully in the first trials, exploring every part of the maze; then they began to eliminate errors systematically. It was apparent that this group employed an attack based at least in part on 'visualization'." (N.J. Raskin)

McReynolds, Jane, and Philip Worchel. "Geographic Orientation in the Blind," Journal of General Psychology, 51:221-236, 1954.
Psychological Abstracts, 30:2 April, 1956.

The purpose of the study was to determine the ability of the blind to orient themselves for both near and far places and to test the hypothesis that visual imagery is fundamental to geographic orientation. Six orientation tests were designed. The findings did not support the hypothesis that degree of blindness, etiology, age and IQ or their interactions are significant factors in geographic orientation for the blind. The Ss used various cues such as imagining to travel from one place to another, verbal formulae to help them complete direction, or recalled maps from study in geography. Under the conditions of this study, visual imagery is not necessary and sufficient condition since the congenitally blind did as well as the accidentally blind (M.J. Stanford)

Newman, J. Robert, and Frank M. Loos. "Differences Between Verbal and Performance IQ's with Mentally Defective Children on the Wechsler Intelligence Scale for Children," Journal of Consulting Psychology, 19:16, February, 1955.

Nissen, H.W., K.L. Chow, and Josephine Semmes. "Effects of Restricted Opportunity for Tactual Kinesthetic and Manipulative Experience on the Behavior of a Chimpanzee," American Journal of Psychology, 64:485-507, 1951.

Orbach, Jack. "Effects of Removal of Visual Cortex on Learning and Retention in the Monkey," American Psychology, 9:8, August, 1954.

Pickford, R.W. "Vision," Annual Review of Psychology, 8:1-28, 1957.
Psychological Abstracts, 32:1, February, 1958.

This review, based on a consideration of 350-400 publications on vision through April 1956, is arranged topically as follows: visual acuity, flicker, adaptation, color vision, color blindness, contrast-effects and imagery, form and size, direction, position and movement and space, depth and binocular vision. 277 item bibliography (A.J. Sprow)

Ribler, Ronald I. "The Detection of Brain Damage Through Measurement of Deficit in Behavioral Functions," Index to American Doctoral Dissertations, 1956-1957.

Riesen, A.H. "Visual Discriminations by Chimpanzees after Rearing in Darkness", 2:307:1947b.

Riesen, A.H. "Arrested Vision," Science America, 183:16-19:1950. (Axelrod)

Riesen, A.H. "Effects of Early Deprivation of Light or Pattern Vision in Chimpanzees, with Special Reference to Binocular Motor Abnormalities," in Minutes and Procedures, 34th Meeting Armed Forces-NRC Vision Commission, April, 1954. (Axelrod)

Riesen, A.H. "Plasticity of Behavior: Psychological Aspects" Symposium on Interdisciplinary Research in the Behavioral, Biological and

Biochemical Sciences, Madison, Wisconsin, August-September, 1955.
(Axelrod)

Riesen, A.H., K.L. Chow, Josephine Semmes, and H.W. Nissen. "Chimpanzee Vision after Four Conditions of Light Deprivation," American Psychologist 6:282, 1951.

Riesen, A.H., M.I. Kurke, and Jeanne C. Mellinger. "Interocular Transfer of Habits Learned Monocularly in Visually Naive and Visually Experienced Cats," Journal of Comparative Physiological Psychology, 46:1953.

Riopelle, A.J., R.G. Alper, D.N. Strong, and H.W. Ades. "Multiple Discrimination and Patterned String Performances of Normal and Temporal-Lobectomy Monkeys," Journal of Comparative Physiological Psychology, 46: 145-149, 1953. (Axelrod)

Ruch, T.C. "Sensory Mechanisms" in S.S. Stevens, (Ed.) Handbook of Experimental Psychology, New York: Wiley, 1951, 121-153. (Axelrod)

Sargent, Helen D. "Insight Test Prognosis in Successful and Unsuccessful Rehabilitation of the Blind," Journal of Projective Techniques, 20:4, 1956.

New Outlook for the Blind, 51:4:167, April, 1957.

The purpose of this study was to learn more about the aspects of the Insight Test which can be used to distinguish between clients who are capable of benefitting from rehabilitation and those who, for various reasons, are unsuccessful. The results suggest that the Insight Test is a potentially useful clinical device for this purpose. However, the quantitative findings reaffirm, also, the danger of relying, at this stage of knowledge, on any single dimension of test analysis without considering configuration.

Semmes, Josephine. "Agnosia in Animal and Man," Psychological Review, 60:140-147, 1953. (Axelrod)

Semmes, Josephine, S. Weinstein, L. Ghent, and H.L. Teuber. "Performance on Complex Tactual Tasks after Brain Injury in Man: Analyses by Locus of Lesion," American Journal of Psychology, 67:220-240, 1954.

Siegel, A.I. "Deprivation of Visual Form Definition in the Ring Dove I. Discriminatory Learning," Journal of Comparative Physiological Psychology 46:115-119, 1953.

Singer, J.R. "Electromechanical Model of the Human Visual Systems," Journal of the Ophthalmological Society of America, 47:205-207, 1957.

Psychological Abstracts, 32:2, April, 1958.

"A servomechanism is described which stimulates the eye response in directing visual receptors. Feedback to provide corrective directing is based upon matching the images conducted to the "brain" by the neurons. The model uses photoelectric cells to receive the

images. The image from each receptor unit (eye) is separated into two parts. The images are reproduced in the "brain" by illuminating light bulbs corresponding to the photo-electric cell receptors. A photoelectric scanner in the "brain" determines the amount of agreement of the images depicted by the several banks of light bulbs. Feedback leading to corrective directing (fusion) is produced by voltages generated in the scanner bridge until images from both eyes are matched. Brain damage would cause continual oscillation of the eyeball and lead to the peculiar patterns drawn by some head-injured people." (F. Ratliff)

Solnitzky, O., and P.J. Harman. "A Comparative Study of the Central and Peripheral Sectors of the Visual Cortex in Primates, with Observations on the Lateral Geniculate Body," Journal of Comparative Neurology, 85:313-420, 1946. (Axelrod)

Sperry, R.W. "Mechanisms of Neural Maturation," in S.S. Stevens, Editor), Handbook of Experimental Psychology. New York: Wiley, 1951

Stoddard, G.D., and Beth L. Wellman. "Environment and the IQ," Yearbook of the National Society for Student Education, 39:1:405-442, 1940.

Terman, L.M., and Maud A. Merrill. Measuring Intelligence. Boston: Houghton Mifflin, 1937. (Axelrod)

Teuber, H.L. "Neuropsychology," Chapter Three in Recent Advances in Diagnostic Psychological Testing. Springfield, Illinois: Thomas, 1950. (Axelrod)

Teuber, H.L. "Physiological Psychology," Annual Review of Psychology, 6:267-296, 1955. (Axelrod)

Teuber, H.L., W.S. Battersby, and M.B. Bender. "Performance of Complex Visual Tasks after Cerebral Lesions," Journal of Nervous and Mental Disorders, 114:413-429, 1951. (Axelrod)

Teuber, H.L., and M.B. Bender. "Performance of Complex Visual Tasks after Cerebral Lesion," American Psychologist, 6:265, 1951. (Axelrod)

Thompson, W.R., and W. Heron. "The Effects of Restricting Early Experience on the Problem-Solving Capacity of Dogs," Canadian Journal of Psychology, 8, 17-31, 1954. (Axelrod)

Tschiassny, Kurt. "Studies Concerning Vestibular Factors in the Ballet Dancer, the Pigeon, and the Blind Person." Transactions, American Academy of Ophthalmology and Otolaryngology, July-August, 1957. New Outlook for the Blind, 51:9, November, 1957.

"Evidently there exists a striking analogy between conditions in the dancer when 'spotting' while spinning and the pigeon's head nystagmus when it is being rotated...It was a challenging problem to determine the part contributed by the labyrinth to perrotatory

nystagmus in the human." Patients with complete binocular blindness were studied. Some experimentation was also done on persons with monocular blindness where vision was eliminated by blindfolding the sighted eye.

Twersky, V. "Auxiliary Mechanical Sound Sources for Obstacle Perception by Audition," Journal of the Acoustical Society of America, 25:156-157, 1953.

Several auditory devices for obstacle avoidance by the blind ('artificial bats') are described. The results of preliminary field runs suggest that a newly-developed simple high frequency whistle unit yields reasonably satisfactory obstacle avoidance performance. (I. Pollack)

Urist, M.J. "Eccentric Fixation in Amblyopia Ex Anopsia, A.M.A. Archives of Ophthalmology, 54:345-350, 1955.

Wattron, J.B. "A Suggested Performance Test of Intelligence," New Outlook for the Blind, 50:115-121, 1956. Psychological Abstracts, 31:1, February, 1957.

This experimental study was planned in three parts: (1) to construct an adequate adaptation of Kohs-type blocks which could be manipulated conveniently by blind subjects; (2) to test a group of blind subjects with these materials and compare their performance with a known criterion of intelligence and (3) to test the hypothesis that the blind would surpass a matched group of sighted subjects in the "adapted blocks test" of tactual-kinesthetic perception. (N.J. Raskin)

Weinstein, Sidney, Hans-Lukas Teuber, Lila Ghent, and Josephine Semmes. "Complex Visual Task Performance after Penetrating Brain Injury in Man," The American Psychologist, 10:8, August, 1955.

Woodworth, R.S. Experimental Psychology, New York: Holt, 1938. (Axelrod)

CHAPTER EIGHT

SUMMARY AND RECOMMENDATIONS

General Characteristics of Compilation

During the five year period 1953-1958 a remarkable amount of social research on blindness and of interest to research on blindness has taken place. The compilation made for this present survey numbers 959 items, a significant increase over any previous five year period. This is due primarily to two trends: the massive research programs instituted by the federal government and the trend toward diagnosis and treatment of the total needs of persons with disabilities or impairments. The purpose of this survey is to suggest some parameters for social research on blindness. Therefore, the compilation of 959 items on which this survey is based has three primary characteristics: (a) in selection of items the widest possible definition of research has been used, (b) items directly on blindness are supplemented by some items of possible interest to research on blindness and (c) items published after 1953 are supplemented by some items published before 1953. Chapter Two explains these characteristics in detail; a brief summary follows.

To permit widest possible coverage, the usual more restrictive definition of research as meeting accepted rigorous criteria has been relaxed. An item was selected for this compilation if: (1) it set forth data, analyzed that data and made findings or recommendations based on it, using a process generally accepted by any of the social science disciplines, or (2) it had implications leading to social research, although the item was impressionistic, purely descriptive, anecdotal or philosophical.

(b) Also to permit widest possible coverage, items on other diseases, disabilities and impairments than blindness have been included for suggestions on content or techniques. Sixty per cent of all the items of this compilation are directly on aspects of blindness, with monographs and journal articles most frequently represented. Forty per cent of all items are on items of interest to research on blindness (24) with research projects and books most prominently represented in this category.

(c) Also to encourage future social research on blindness, items that have been found to be particularly useful by research social scientists working on aspects of blindness have been included regardless of date of publication. Sixty-one per cent of all items have been published in 1953 or after, with monographs and journal articles predominating. Thirty-nine per cent of all items have been published prior to 1952, with books predominating. All research projects listed have been undertaken since 1953.

In summary, about two-thirds of all the items in the compilation on which this survey is based are recent (since 1953) and directly on blindness. To encourage an enlarged scope for future social research on blindness, items not technically research, not directly on blindness and published prior to 1952 have been included.

Special Characteristics of the Literature

Over half of the current research projects listed are concerned with (or of interest to) research on the young blind. Categories General Research on Blindness and Psychological Measurement show a below average number of research projects. Projects listed with a few exceptions were on-going and current in 1957 and 1958. Forty per cent are direct, sixty per cent on subjects related to research on blindness.

In this compilation, articles predominate constituting sixty per cent of all items. Seventy per cent of all articles are recent; fifty-six per cent, direct; thirty per cent are related to research on blindness and published in 1952 or before. Seventy-three per cent of all articles are less than ten pages in length, seventy per cent are recent and fifty-six per cent are directly on blindness. All content categories depend heavily on articles for their literature, with research on the young blind most dependent.

In this compilation, about half of the books are concerned with general research on blindness and vocational and personal reorganization of the adult blind. Twenty-four per cent are directly on blindness, seventy-six per cent prior to 1953. Many of these books are "classics" in related fields of interest to research on blindness.

In this compilation, monographs are widely used as publication outlets for research on the deaf-blind and on vocational and personal reorientation of blind persons. Seventy-two per cent of the monographs are directly on blindness, twenty-eight per cent related. Eighty-two per cent were published in 1953 or after, eighteen per cent prior to 1953.

In this compilation, dissertations are most commonly on problems of vocational and personal reorganization and least common on the deaf-blind. Fifty-six per cent are directly on blindness, forty-four per cent on related topics, seventy per cent were published in 1953 or after, thirty per cent prior to 1953.

Specific Recommendations

(a) In the content category of General Research on Blindness (broad policy questions and basic reference materials), specific needs for further research are four: (1) Statistics on the social characteristics of blind persons in the United States are needed at a national level, since (excepting the National Health Survey) federal governmental statistics are largely non-existent and reporting standards of many states can be considered inadequate. (2) A nationwide survey (such as is planned by the Elliott Committee) of the standards of service and practices of organizations serving blind persons in the United States is needed. There is reason to believe that enough inefficiency and misrepresentation exists to warrant a survey as to whether blind persons' needs are met and the taxpayer and donor's contributions are properly used. (3) More rigorously designed research projects on the wider social impli-

(24) For brevity, the terms direct and related are used throughout this survey.

cations of blindness by blind persons, and sighted persons in social institutional settings (home, school, place of employment, etc.) are particularly needed. (4) Basic studies of importance to the increased mobility of blind persons are needed, especially (i) human engineering aspects of guidance devices, and studies on (ii) auditory acuity, (iii) sensory deprivation and substitution and (iv) isolation and emotional deprivation.

(b) In the content category Adult Blind, specific needs for further research are five: (1) The human engineering aspects of vocational training need to be surveyed, and lucidly set forth, particularly for the information of prospective employers and training of the newly blinded. (2) Social statistics on blind workers and industries employing blind workers is needed as preliminary step toward surveying possible expansion of vocational opportunities for blind workers. (3) Personal adjustment in a larger social setting needs to be systematically explored with roles and expectations in the family, in social groups, at school and on the job considered in much more detail (4) Longitudinal studies of both service-connected and non-service-connected blinded veterans are needed to sustain the excellent record of research on veterans and to assure the high standard of services now afforded blind veterans (5) A definitive work on the aged blind is badly needed to point the way for further research in this almost totally neglected field of research. More immediately, projects should be undertaken to determine factors that will dispose elderly persons to accept more readily optical aids and surgery while useful sight can be saved.

(c) In the content category the Young Blind, specific needs for further research are four: (1) social psychological studies of the roles and expectations blindness generates; in larger social settings such as the family, the play group and the school are needed, (2) Longitudinal studies of children blinded by retrothalamic fibroplasia are needed, particularly their success in integrated schools in various parts of the country and the facilities afforded them. (3) The problems of multiple-handicapped and / or severely emotionally disturbed blind children need attention, particularly methods and procedures of more accurate diagnosis, therapy and education. (4) In almost every field concerned with blind children, longer-range, more definitive publications (like books) are needed to correct the present imbalance of literature.

(d) In the content category the Deaf-Blind the needs for further research are four: (1) A definitive work based on basic research, social statistics and current services offered the deaf-blind is needed. (2) Basic research on sensory deprivation and substitution, increased auditory acuity and communications problems should be started. (3) the collection of more statistics of the social characteristics of the deaf-blind is needed. (4) Standards of diagnosis, treatment, therapy and education of the deaf-blind should be determined.

(e) In the content category Psychological Measurements the needs of future research are for a survey of the adequacy of existing instruments and for standardization of tests now in the development stage, particularly auditory projective auditory apperception and cutaneous-kinesthetic tests.

General Recommendations

Social research on blindness needs a better balanced and more permanent literature. No literature can be considered adequate that is predominantly in articles of less than ten journal pages or that depends even in small degree on related research in other fields. Funds need to be secured to undertake longer-range, more definitive studies on social aspects of blindness; assurance needs to be given that the results of such longer-range studies will be published and distributed; if well qualified research teams are to be recruited to work on social aspects of blindness, there should be a reasonable expectation that their findings and recommendations will receive careful consideration by policy planners and operational personnel. It is perhaps in this insensitivity to social research and its role as advisor and counselor to policy and operations that the greatest need lies. The concept of the blind person in the context of the larger social setting in which he must operate (family, school, job, clubs, etc.) and the concept of blind persons of varying capacities and potentialities are concepts that social research can identify and clarify only if there is a genuine desire and demonstrated support to go beyond the traditional approaches to studies of blindness.

The accomplishments of research on blindness have been considerable in areas like individual personal adjustment, psychological measurement and services for blinded veterans. A positive and experimental approach such as those three areas have displayed can easily point the way to an attack on the larger, more comprehensive problems remaining to be solved. Social research can contribute the basic materials for the decisions that administrators and policy planners who are faced with these problems must make. Widely used, social research can point up ways to improve services for blind persons; it can give guidance to the individual undergoing the traumatic experience of blindness; it should be undertaken and it should be used with those aims in mind.

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